The Staff of Saddleback College Welcomes you

Saddleback College Catalog
2003-2004
Volume XXXV

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 prohibits discriminate on the basis of race, color, religion, national origin, age, disability, sexual orientation, marital status, or pregnancy in the administration of its educational policies, personnel practices, and college programs. The college, by law, cannot engage in any such discriminatory activity. Grievance procedures exist for students, employees, and job applicants. Information regarding formal complaints is on file in the offices of the Chancellor and the Deputy Chancellor and in the offices of the College President and Vice President for Instruction. The Office of Student Services maintains grievance procedure information for students. Any questions concerning discrimination may be directed to the Saddleback College Vice President for Student Services and Title IX Coordinator, Lise Telson, 949-582-4566. Saddleback College, 28000 Marguerite Parkway, Mission Viejo, CA 92692.

Saddleback College has made every reasonable effort to ensure that the information published in this catalog accurately reflects current legislation, information, policies, and fees. However, these are subject to modification at any time, without notice, in order to accommodate changes in the resources or educational plans of the district, or for reasons deemed appropriate by the college president or designee.

Nota: La información para las personas que hablan Español se encuentra en la página 9 de este catalogo.
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An extra very special “thank you” to Howard Adams, Curriculum Chair extraordinaire, for your wonderful sense of humor in all things and in keeping the motion going forward!
New Aquarium and Aquaculture Science Certificate and Associate in Science Degree Program

Astronomy Associate in Arts and Associate in Science Degree Programs

Baseball is 1 of 9 Men's Intercollegiate Sports
South Orange County Community College District

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 developmental 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.

South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, California 92692-3635

Board of Trustees

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Chancellor

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South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, California 92692-3635

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President's Message

On behalf of the Saddleback College faculty, staff and administration, welcome! Over the past 36 years, Saddleback College has grown to become one of California’s finest community colleges. With an impressive array of high-tech learning centers, a challenging academic curriculum, a distinguished and talented faculty, and strong student support services, students of all ages will find it a stimulating learning environment where you are challenged to fulfill your potential and encouraged to achieve your goals. The college’s Honors Program provides a stimulating curriculum that leads to guaranteed transfer admission to a University of California. 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. Saddleback College has ranked in the top 10 percent of California community colleges in transferring students to four-year colleges and universities for many years. The number of transfer students continues to increase and new programs of articulation and dual enrollments will continue to support our students in these endeavors. Graduates of our professional technical certificate programs quickly discover that their state-of-the-art training makes them highly competitive leaders in the job market.

At Saddleback College, students are our top priority. We have developed a strong infrastructure of support services to encourage your success. There is a full range of counseling, career planning and job placement services, financial aid programs, as well as 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 College 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.

This is an exciting time in which to meet new people, learn new things and expand your horizons. In this era of lifelong learning, the “college years” can, and should, continue throughout your 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 educational goals.

Dixie Bullock
President
Saddleback College
Administration

OFFICE OF THE PRESIDENT
President

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Dixie L. Bullock

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Vice President

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Hans Kuss

OFFICE OF STUDENT SERVICES
Vice President

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Lise Telson

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Jane Rosenkrans

STUDENT DEVELOPMENT
Director

(949) 582-4616

STUDENT SERVICES AND FINANCIAL AID
Assistant Dean

(949) 582-4860
Wynoah Willis Baker

Academic Divisions

ADVANCED TECHNOLOGY AND APPLIED SCIENCE
Dean

(949) 582-4541
Don Taylor

Architectural Drafting
Automotive Technology
Aviation Technology
Communication Arts
Computer Maintenance Technology
Cosmetology
Drafting Technology
Ecological Restoration
Electronic Technology
Environmental Studies
Family and Consumer Sciences
Fashion
Foods and Nutrition
Graphics
Horticulture
Interior Design
Travel and Tourism

BUSINESS SCIENCE, WORKFORCE AND ECONOMIC DEVELOPMENT
Dean

(949) 582-4773
Ken Patton

Accounting
Business
Computer and Information Management
Real Estate
Office Information Systems

COUNSELING SERVICES AND SPECIAL PROGRAMS
Dean

(949) 582-4527--Counseling
(949) 582-4249--Special Programs
Jerilyn R. Chuman

Applied Psychology
Special Services

FINE ARTS, PHYSICAL EDUCATION, AND ATHLETICS
Dean

(949) 582-4747--Fine Arts
(949) 582-4545--Physical Education
(949) 5824547--Athletics
Rocky Cifone

Assistant Dean/Athletic Director
Anthony Lipold

Art
Health
Music
Photography
Physical Education
Recreation
Speech
Theatre Arts

HEALTH SCIENCES, HUMAN SERVICES, AND EMERITUS INSTITUTE
Dean

(949) 582-4701--Health Sciences
(949) 582-4731--Human Services
(949) 582-4581--Paramedic Program
(949) 582-4835--Emeritus Institute
Kathleen M. Winston

Director, Emeritus
Sandra Marzilli

Director, Nursing
Tammy Rice

Emergency Medical Technology
Gerontology
Health Sciences
Medical Assistant
Nursing
Paramedic
Psychiatric Technician
Sign Language
Special Education

LIBERAL ARTS AND LEARNING RESOURCES
Dean

(949) 582-4788--Liberal Arts
(949) 582-4516--Learning Resources
Dr. Kevin O'Connor

English
English as a Second Language
Foreign Languages
Humanities
Interdisciplinary Studies
Journalism
Library
Philosophy
Tutoring

MATH, SCIENCE, AND ENGINEERING
Dean

(949) 582-4820
Dr. James Wright

Astronomy
Biological Sciences
Chemistry
Computer Science
Engineering
Geology
Mathematics
Marine Science
Physics

SOCIAL AND BEHAVIORAL SCIENCE
Dean

(949) 582-4733
Dr. Patricia Flanigan

Anthropology
Child Development
Cross-Cultural Studies
Economics
Education
Geography
History
Human Development
Political Science
Psychology
Social Science
Sociology
Women's and Gender Studies
Nursing Program Graduates at Pinning Ceremony 2003

The Class of 2003

Faculty celebrate student success

Commencement 2003
Goals of Saddleback College

Saddleback College is the largest member of the South Orange County Community College District, and the College offers educational opportunities and support services to a diverse and growing population in southern Orange County.

Our Vision:
To inspire and develop through excellence in education a community of diverse learners dedicated to achieving their full potential in our global society.

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

Our Goal:
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 life-long learning for older adults.

To fulfill this goal, 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, or in some instances, for transfer.

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

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

Community Education
The College provides not-for-credit educational opportunities for the community through fee-based classes and programs for adults and children. Courses are self-supporting and do not receive funding through state or local taxes or the College’s budget.
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 matrícula en la universidad comunitaria de Saddleback. Los/las estudiantes que necesiten ayuda o tengan preguntas favor de llamar a la Oficina de Matrícula y Archivos al 949-582–4565 ó a la Oficina de Consejería al 949-582–4571. La Oficina de Matrícula (Admissions and Records) está situada en el Edificio de Servicios para Estudiantes.

Información para matricularse

ÉLEGIBILIDAD PARA ASISTIR A UNA UNIVERSIDAD COMUNITARIA:
— Tener 18 años de edad o ser graduado/a de la escuela secundaria.
— Estudiantes de primaria y secundaria, con permiso especial de sus escuelas y aprobación de la universidad comunitaria (el formulario para el permiso se obtiene en la Oficina de Matrícula)
— NO-RESIDENTES: Son personas que han permanecido menos de un año (en California) antes del inicio del semestre o personas que mantengan visa inmigratorias las cuales impiden establecimiento de residencia. Para mayor información, comuníquese al 949-582-4344 en la Oficina de Residencia.

Debido a una reciente legislación (California AB 540) algunos/as estudiantes que no tengan los documentos de residencia y que se hayan graduado de una escuela secundaria de California, podrían calificar para una “exención” de la matrícula de no-residente. Por favor llame al 949-582-4344 para obtener más información acerca de esta exención.

FECHAS DE INSCRIPCIONES: Las personas que asistan por primera vez deben 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:
1 de abril — verano (fines de mayo)
1 de octubre — primavera (principios de enero)
1 de abril — verano (fines de mayo)

CÓMO HACER UNA CITA PARA INSCRIBIRSE: Los/las estudiantes que asistan por primera vez a la universidad y los/las que ya hayan asistido y regresan, deben de completar una solicitud. La Oficina de Matrícula 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 vía telefónica, en persona, vía internet depende de cuánto entregue la solicitud. En caso de que la clase deseada no tenga cupo, hay una lista de espera. Informe al personal para que pongan su nombre en esta lista. Es muy importante que asista a clases el primer día.

CÓMO ANADIRY CANCELAR CLASES: Para añadir una clase después de una semana de haber comenzado, hay que obtener permiso del/de la instructor(a). En caso de que haya cupo el/la instructor(a) le dará una tarjeta rosada con su firma para admisión a su clase. La Oficina de Matrícula le registrará la clase y le corresponderá el costo de ello. Para salirse de una clase no necesita la firma del/de la profesor/a, simplemente vaya a la Oficina de Matrícula y llene una tarjeta (ADD/DROP CARD). En el lado que dice “drop” lleve 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/las estudiantes pueden añadir y dejar clases sin la firma del/de la profesor/a durante el periodo de inscripción; (que es antes de iniciar el semestre) sólo lleve consigo su tarjeta de identificación de estudiante.

Nota: Es de suma importancia que el/la estudiante lea el horario de clases para informarse de las fechas exactas para dejar clases. Vaya a la Oficina de Matrícula si ha decidido dejar una clase para que quede documentado en su archivo.

Cobros
El día en que el/la estudiante se matricule debe pagar por todos los servicios tales como seguro médico, excursiones, estacionamiento, como también por la matrícula.

COBRO DE INSCRIPCIÓN: Se cobrará lo siguiente:
No residente: $140.00 (por unidad) y en adición $11.00 por unidad. Al no-residente que es ciudadano/residente extranjero adicionalmente se le cobrará $12.00 por uso de facilidades (por unidad) Y $39.00 (sin devolución) para procesar su solicitud al tiempo de solicitar.

Residentes: Al residente de California se le cobrará $11.00 por unidad. Las clases de inglés como segunda lengua (ESL) que no tienen unidades “0 units” son gratuitas. Estos cobros pueden cambiar cada semestre. Para más información llame al 949-582–4555.

COBRO DE ESTACIONAMIENTO: Para el coche es $20 por semestre, $10 por la sección de verano. De $40 por un permiso anual el cual incluye: el semestre de otoño, la primavera y el verano. Permisos para motos cuestan $10 cada semestre, $5 por la sección de verano ó $20 por un permiso anual. El permiso anual solo se puede comprar durante la matrícula en el otoño. Siempre hay que colocar su permiso dentro de su coche, colgándolo en el espejo retrovisor.

COBRO DE SERVICIOS DE SALUD: Debe pagar $12 por semestre (en otoño y primavera) para cubrir servicios de salud personal. El costo en el semestre de verano es de $9 y les permite a los/las estudiantes que aprovechen varios servicios médicos. Este servicio se cobrará aunque tome “0” unidades.

Matrícula (Exámenes de inglés y matemáticas)
La Oficina de Matrícula ofrece servicios que incluyen exámenes de inglés y matemáticas, inglés como segundo idioma (ESL), análisis de los resultados de los exámenes, consejo académico y orientación y está ubicada en el Edificio de Servicios para Estudiantes, salón 188. Su número de teléfono es el 949-582–4970.

Ayuda Financiera
Los estudiantes de la universidad comunitaria 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 Edifício de Estudiantes “Student Services Center”, oficina 106. El horario de asistencia al público es de 8:00 a.m. hasta las 4:30 p.m. Durante el período de matrícula en persona, el horario es de 8:00 a.m. hasta las 4:30 p.m. Su número de teléfono es el 949-582–4880.
Admission Requirements

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 matriculados/as en doce o más unidades (tiempo completo). El programa (EOPS) ofrece los siguientes servicios gratis para las personas que califican: orientación académica, ayuda con los libros de texto (si hay fondos), prioridad en la matrícula y ayuda de tutores/as en inglés y matemáticas.

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.

Students enrolled in elementary through high school may attend Saddleback College as special part-time students. Students in grades 9-12 may enroll in the number of classes/units recommended by their school principal (district official for home schooled students). Please consult the Office of Admissions and Records for further details.

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 online or in the Office of Admissions and Records in the Student Services Center, Room 102. The online application is available at the college website at www.saddleback.edu/serv/ar/.

Applications for admission will be processed beginning on the following dates:
- Fall semester: April 1
- Spring semester: October 1
- Summer semester: April 1

Residence Regulations
Residents of the South Orange County Community College District are eligible to attend Saddleback College. The Office of Admissions and Records 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.

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. 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.

Members of the armed forces stationed on active duty in California are considered residents for tuition purposes. Spouses and dependents of a member of the armed forces stationed on active duty in California shall be entitled to resident tuition for the duration of the student’s enrollment at a California community college. See the Office of Admissions and Records for further details.

If a member of the armed forces stationed on active duty in California is thereafter transferred on military orders to a place outside California where the member continues to serve the armed forces of the United States or is thereafter retired as an active member of the armed forces of the United States, the student dependent shall be granted a one-year waiver for resident tuition from the time the member of the armed forces left the state on orders or retired to another state. After that time the dependent is required to establish residency/intent on his or her own.

Reclassification: Reclassification to resident status must be requested by the student. Information regarding reclassification is available in the Office of Admissions and Records. Students should allow ten working days after submitting their documents for a decision.

California AB 540: Recent legislation allows certain nonresidents the opportunity to pay in-state tuition if they have completed at least three years of high school in California and have graduated from a California high school. Students who have been classified as non-residents who believe they may be eligible for this exemption should apply at the Office of Admissions and Records.

International Students (F–1 Visa)
To be considered for admission to Saddleback College, international students (residents of countries other than the United States who hold or are applying for student or F-1 visas) are required to submit the following documents:
1. Admissions application and a non-refundable fee of $45
2. A recent Test of English as a Foreign Language (TOEFL) report with evidence of at least a score of 470 on the paper-based test or 150 on the computer-based test.
3. Evidence of academic achievement equivalent to an American high school education. Official transcripts and a notarized/official translation are required.

4. Official bank certification of sponsor’s available funds. Bank certification forms and sponsorship forms are available at the Office of International Education and at iserver.saddleback.edu/serv/ar/ieo/.

5. A letter of recommendation from an instructor or school official addressing the applicant’s character and motivation.

All documents must be received by the Office of International Education at Saddleback College by July 15 (for the fall semester) and November 15 (for the spring semester).

Prior to application for admission, international student applicants must request an International Student Application packet available by telephone (949-582-4637), mail (Office of International Education, Saddleback College, 28000 Marguerite Parkway, Library 102, Mission Viejo, California 92692), or online www.saddleback.edu/serv/ar/ieo/. For student fees, refer to the Saddleback College International Education Web page or contact 949-582-4637.

Upon acceptance to Saddleback College, international students are expected to maintain at least 12 units each semester, a grade-point average of 2.0 or higher, and have a valid health/accident insurance policy. For additional information, contact the Office of International Education at 949-582-4637.

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

Saddleback College Foundation hosts special events to raise funds for scholarships and college programs—Western Gala, Fall 2002
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 policies and procedures which are in the best interest of the student. Matriculation is a process that brings the student and Saddleback College into a partnership.

In this partnership 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 the 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
Matriculation is designed to assist students achieve their educational goals at Saddleback College. The process includes assessment, orientation, counseling/advisement, and follow-up services. Students required to matriculate must complete the following steps prior to registering for classes.

1. **Assessment** may include, but is not limited to, information regarding the student's English language and reading proficiency, math skills, educational goals, academic history, and possible need for special services.

2. **Orientation** provides students with information about the many resources available at Saddleback College. Students learn about transfer and degree requirements, vocational programs, student services, and special programs.

3. **Counseling/Advisement** assists students to determine their educational goals, plan their first semester schedule, and prepare a "student educational plan."

Follow-Up services monitor the students’ progress throughout the academic year. Students on either academic or progress probation are notified of their academic standing so they can seek assistance from Division of Counseling and Special Programs. The Early Alert Program notifies students of their academic standing each semester.

Students at Saddleback College are encouraged to follow the matriculation procedures at their campus of attendance. If they attend Irvine Valley College they should be aware that some procedures may be different.

The Matriculation Office is located in the Student Services Center, room 168. You may call us at 949-582-4170 or visit our web-site at www.saddleback.edu/serv/couns/matric/.

Exemptions
There are special circumstances for which a student may be exempt from the matriculation process. If you would like to determine if you are eligible for exemption please contact the Matriculation Coordinator at 949-582-4442.

Retest Policy

**Reading:** Students may repeat the Nelson-Denny test during the semester in which the student will have a minimum of 45 units.

**English:** Students may retake the English writing assessment every 12 months.

**Mathematics:** Students are allowed to retake the same level math test once every six months. Students may take a different level math test immediately.

Alternative Matriculation Services
Students may be referred to alternative services for the matriculation process if they indicate the following:

1. English is not their primary language, and the student does not feel proficient enough in English to take the regular English Placement Test
   OR
2. They have a disability which creates educational or functional limitations that require academic accommodations.

All students are welcomed 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 in order to provide the greatest chance for their academic success. Information relating to prerequisites, corequisites, limitation 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 prior to registering for any course with these restrictions.

**Prerequisite:**
Mastery of a certain body of knowledge is necessary for students 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 Honors). 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 with a satisfactory grade—that is, a grade of "A," "B," "C," or "CR." OR

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

3. Complete an assessment exam at Saddleback College for English and/or math.

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 from one of the following local 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" or better only
     • English 4 Honors and World Literature—Trabuco Hills High School—Grade "A" only

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

To clear an English or math prerequisite using a transcript:
Present a copy of high school or college transcript(s) and college catalog description(s) to the Matriculation Office for evaluation. Complete the Equivalency Petition Form, attach transcripts and submit them to the Matriculation Office for evaluation. For all other prerequisites please go to the division office where the course originates.

NOTE: Please allow a minimum of two weeks prior to registration date. Delays in processing transcript evaluations will affect student's ability to enroll in target courses. Specific information regarding procedures, timelines, and transcript evaluation notification is available in the Matriculation Office. Courses offered for "zero unit" credit cannot be used to satisfy a prerequisite.

Appeal Procedure

State regulations require the enforcement of prerequisites. A student may file an appeal based on the following criteria.

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.

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. Students will be eligible to enroll in the higher level course while the appeal is under review. An Appeals Committee will review the petition and make a decision within five working days. If the appeal is approved the student will be allowed to remain in the higher level class. If the appeal is denied, the student will be disenrolled from the class.

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 "Appeal 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. If the appeal is denied the student will be disenrolled from the higher level course.

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

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

Open Enrollment Policy
Pursuant to the provision of Title 5 of the California Code of Regulations, commencing with Section 58102, the Governing Board of the South Orange County Community College District affirms a policy of open enrollment. Unless specifically exempted by statute, every course, course section, or class, where offered and maintained by the district and where state apportionment is reported, 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.

Registration for Classes
Continuing students and new and former students may register online, 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.

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.

Once an application is submitted a registration permit is issued indicating a student’s assigned registration time for Internet, telephone, and in-person registration. Appointments for a later time are issued on a first-come, first-served basis. Appointments cannot be made by telephone or mail. Students who apply online receive their registration permits by email. Those who apply in person are issued their permits when they submit their application.

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. Continuing students receive their registration permits through the U.S. Mail or they may view their assigned registration time at MySaddleback (the student’s Web portal) at www.saddleback.edu. Registration times are determined by the number of units the student has completed at the college. Those who have already completed more than 80 units are given appointments toward the end of registration. Students should refer to the class schedule for the most current information about continuing student registration.

If the Post Office reports a forwarding address that the student has filed, the college records will automatically be updated to reflect that change unless the student notifies the college in writing that the change should not be made.

Late Registration
Students who have not been able to register at the formal registration time may enroll late, although course selection may be restricted. If space is available, students may add semester courses 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 late-starting, 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 cards to registration within the time frame indicated on the card to formally add classes to their schedules.

Instructors will add students 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. Not all courses have a waiting list. Please note, wait list procedures are subject to change.

Repeated Courses
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-point 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.

Students planning to repeat a course to make up a substandard grade must repeat the course at the college where the course was originally completed.

Repetition of selected courses is permitted, without petition, in instances where repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment.

Specific courses involving skills progression requiring intensive individual instruction in specific areas may be repeated.

Students with verified disabilities may repeat a course as part of “an accommodation to a student’s educational limitations pursuant to state and federal nondiscrimination laws.” [Title 5, §56029]

The model under which a course may be repeated 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.

Adding Courses
Semester-length 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 (open-entry).

Withdrawal From Courses
Withdrawal from courses is the student’s responsibility. Admissions and Records is the office designated to complete the formal process of withdrawing from a course (Section 484B, Higher Education Act).
All fees are subject to change

Associated Student Body (ASB) Fee
The $10 ASB card fee provides privileges to the individual student and supports, as part of the total student ASSC budget, a variety of student programs and services, such as Athletics, Fine Arts, Scholarships, Recreation Room, and many other student-sponsored activities. All students are encouraged to purchase an ASB card and participate in the variety of programs and services it provides. The ASB card fee is non-refundable.

Enrollment Fee
The Enrollment Fee is $18 per unit with no maximum. This 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 $12 per regular semester and $9 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. Health fees may be subject to change during the academic year.

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 72952.1
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 college or university that is approved for students attending a college or university that is 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 Schedule of Classes.

Parking Fees
Students who intend to park in a student lot must purchase a parking permit each semester. The cost of an automobile permit is $30 per semester and $15 for Summer or $60 for an annual permit which includes Fall, Spring, and Summer (to be purchased in the Fall only); the cost of a motorcycle permit is $15 per semester and $7.50 for Summer or $30 for an annual permit which includes Fall, Spring, and Summer (to be purchased in the Fall only). The fee for parking is $1.00. Additional information can be found in the Parking section.

Returned Check Fee
Non-Sufficient Funds and Stop-Payment Check Charge Policy
In accordance with California Civil Code Chapter 522, Section 1719, the District hereby establishes a processing fee for handling non-sufficient funds (NSF) and stop-payment checks. The amount of the fee will be reviewed and approved annually by the Board of Trustees.
Each check dishonored by your bank for whatever reason is subject to a processing fee.
During the 2003-2004 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), PLEASE NOTE: Transcripts no longer include grades from Irvine Valley College. Students must request those grades from Irvine Valley College.

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 24 hours of the request, when available, during normal business hours.)

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

To request an official transcript and/or verification of enrollment, 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 where they wish their transcript and/or verification mailed. 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

Verification of Fees Paid: $3 each (no charge for the receipt provided at time of payment). To request a verification of fees paid, please call the College Fiscal Office at 949-582-4370 or 582-4571.

Non-Resident Fees

• Application Fee
Non-resident students who are citizens and residents of a foreign country will be charged a non-refundable fee of $45 at the time the application is submitted and each time an application is submitted. Non-resident/non-citizen students who can validate asylee/refugee status or who are evaluated to have a financial hardship may be exempt from this fee.

• Capital Outlay Fee
Non-resident students who are citizens and residents of a foreign country will be charged an additional fee of $13 per unit at the time of registration. Non-resident/non-citizen students who can validate asylee/refugee status or who are evaluated to have a financial hardship may be exempt from this fee.

• Tuition Fees
Non-resident students will be charged a tuition fee of $148 per semester unit for the 2003-2004 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. Certain non-residents who have graduated from a California high school may qualify for an exemption of non-resident tuition due to recent legislation (California AB 540). Please call 949-582-4344 for information regarding this special exemption.
Refunds/Credits
A refund of a credit balance can be requested by completing a Refund Request Form. These forms are available in the Office of Admissions and Records and the Fiscal Office or by calling 949-582-4870. Refund forms are also available on the college Internet site (www.saddleback.edu). Please allow 45 business days for processing refund requests. There is no refund for classes added after the refund deadline date.

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 in which the card was purchased, provided they have officially withdrawn from all 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 (prior to 10% completion date for short-term and summer classes) of the semester, provided they have officially withdrawn from the class(es) or their class(es) have been cancelled by the college. Forms to request refunds or credits are available in the Office of Admissions and Records or Fiscal Office. Refund forms are also available on the college Internet site (www.saddleback.edu). Requests must be submitted to the Fiscal Office. Refunds may take up to 45 business days to process.

• Health Fee Credits
Upon request, students may receive a refund of the health fee during the first 10% of the class session, provided the student has officially withdrawn from classes or the student’s class(es) have been cancelled by the college.

• Material/Lab 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 and the student is not attending any other classes on campus during the semester, or if the student officially withdraws from all of their classes during the first two weeks of a regular term, or during the first week of eight-week terms.
2. The student Parking Decal is turned in to the Department of Safety and Security or the Fiscal Office.

Tuition Credit Policy
A request for 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 non-resident 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 non-resident tuition will be credited.
3. Tuition fees refundable as a result of a student’s reduction of units through the second week of classes according to the following:
   One hundred percent (100%) credit through the first two weeks of classes. No credit thereafter. Equivalent period will apply for less than full-semester classes.
4. Tuition fees refundable as a result of a student’s total withdrawal from school. In such cases, credits will be made according to the schedule in 3 above.

Student Support Services

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

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

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/study opportunities for students currently receiving AFDC benefits. This program assists students preparing for immediate and successful employment. It is located in the Student Services Center, Room 140. For more information, please call 949-582-4207.

Campus Preview Tours
Guided tours are available to any individual or group interested in viewing the campus. Tours depart from the Matriculation Office in the Counseling Center in the Student Services Center, Room SSC 166. Reservations are necessary. Please call the Matriculation Office 949-582-4970 to schedule a tour.

Career Services
The Career Services Center includes: Career Guidance Services, Job Search Services, and the Re-entry and Women’s Resources. Career Services provides a comprehensive approach to career and life planning and development. The Career Services Center is located in the Student Services Center, Rooms 139 and 140.

The Career Guidance Service is open to anyone who needs assistance with making career decisions. Educational and occupational information is available to explore at student’s own pace. The resource materials include career information that describes duties, responsibilities, future career trends, and salary ranges; college catalogs; and transfer information. In addition, computerized programs with comprehensive demographic information and assessment tools are available at a nominal fee; by appointment only.
The Job 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 work their way through college. Job opportunities can be accessed via MonsterTRAK, the service’s job referral database, 24 hours a day, 7 days a week via www.MonsterTRAK.com. Your student ID number is your password. The service also offers information regarding internships that are available through specific vocational majors.

The Re-entry and Women’s Center helps men and women who are searching for ways to return to school, change careers, or find new direction in their lives. The center provides advisement, workshops, support groups, and referral to community resources. The program is particularly committed to expanding community awareness of opportunities for those who are returning to complete educational training or are seeking employment.

Career Services hours are Monday through Thursday, 8 a.m. to 7 p.m. and Friday from 8 a.m. to 5 p.m. Staff assistance is by appointment. Call 949-582-4575 for an appointment or more information or you can visit the website at www.saddleback.edu/serv/career.

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 in 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). 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 job; and assistance with beginning or returning to school. Students are encouraged to avail themselves of these services.

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

Counselors are available day and evening, either by appointment or on a drop-in basis. Appointments are especially recommended well in advance of registration periods. Each counselor has hours open for drop-in counseling, so that students with short questions not involving records or students in crisis may come in day or evening for assistance. Online advising is available at: http://iserver.saddleback.edu/serv/couns/advisor/. Online advising may not be used for such tasks as evaluating transcripts or personal counseling, but can be very useful for obtaining answers to a wide variety of counseling-related questions.

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 949-582-4572.

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

Escort Service

Saddleback College provides a Security Escort Service between classrooms and other areas of the campus. Students wishing to use this service should phone 949-582-4585 or 111 on any on-campus payphone to make arrangements for a security escort.

Extended Opportunity Programs and Services (EOPS)

EOPS is a state-funded program which serves educationally and financially-disadvantaged students. A main objective of EOPS is to insure participants equal access to success while achieving a certificate, Associate of Arts or Science (AA/AS) degree, and/or meeting four-year university transfer requirements. This special program provides services that assist qualified students in overcoming obstacles to college education. These services may include academic, career, and personal counseling; book service; priority registration; tutoring; college and financial aid application assistance; 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 for information.

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 or visit our website: iserver.saddleback.cc.ca.us/serv/couns/index.html.

Fiscal Office

The Fiscal Office is located in the Administration and Governance Building, Room 131. This office disburses financial aid checks; processes refund requests; and collects fees, fines, deferral payments, and returned check fees. For questions regarding student account payments, please contact the office between 8 a.m. - 7:45 p.m. Monday - Thursday, and 8 a.m. - 4:45 p.m. on Friday at 949-582-4870 or 582-4871.

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. Vending machines are 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 performed by the cafeteria. The cafeteria hours are Monday - Thursday 7 a.m. - 9 p.m., Friday 7 a.m. - 2 p.m., and are subject to change.
Health Services

Saddleback College offers students a variety of health services. The center is staffed by registered nurses and physicians, and includes, to all students who have paid the mandated health fee, an accident insurance plan for college-related injuries. The fee charged for these health services is state-mandated for all students who take classes on campus.

The objectives of the Health Center are to provide professional services in the areas of prevention, recognition, and early treatment of illness, as well as the protection and maintenance of the health of the college student. In addition to these services, the center plans group and individual activities which will give students an opportunity to discuss a variety of topics relating to health including drugs, smoking, weight control, emotional problems, and physical 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. Computers for student use are also available on the 2nd floor of the library in the main reading room.

International Education Office

The International Education 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 International Students under Admission Requirements.

The International Education Office also 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 102. 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-skills workshops.

The LAP, located on the first floor of the Library Building, Room 114, is open Monday through Thursday from 8 a.m. to 8 p.m., on Fridays from 8 a.m. to 2 p.m., and is closed weekends. Hours are subject to change, and, may be confirmed by calling 949-582-4519 or visiting our Website at: www.saddleback.edu/library/

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 full-time librarians and additional associate librarians is available to assist faculty and students with research projects and personal enrichment.

Available to faculty, students, and community members, the book collection of approximately 110,000 volumes is continuously supplemented by acquisitions in major subject fields. In addition to the more than 275 periodical subscriptions, the library’s resources include a computer database network for locating information in periodicals and newspapers, laser discs, videocassettes, tapes, records, slides, microfilms, maps, and newspapers. The online catalog includes the holdings of both the Saddleback College and Irvine Valley College libraries. More information about the library may be found by accessing the college’s Website at www.saddleback.edu/library.

Services available include free drop-in workshops as well as credit courses that instruct students in the use of print and electronic resources and the World Wide Web. Typewriters for student use are located in the Interdisciplinary Computer Center. Computers are available for student use on the main floor of the library (2nd level) and in the ICC 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 valid photo ID each time a book is borrowed.
2. Students are allowed nine items in circulation at any one time.
3. The loan period for books is three weeks. Special collection and reserve items may vary.
4. An item may be renewed one time only either in person or by telephone unless the item is already overdue at the time the renewal request is made or another individual has requested the item.
5. Overdue items result in a hold that prevents the student from registering, adding or dropping classes, and receiving grades, transcripts, or diplomas (California Education Code: 72237). To remove this hold, a $5 fee will be charged for each book returned after the hold has been placed.
6. Lost or damaged materials may be billed at replacement cost.
7. Books checked out at the Saddleback College Library must be returned to the Saddleback College Library.

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 students must apply in the Special Services Office to see if they are eligible for support services.

The following support services are available for eligible students at Saddleback College: Academic, personal, and vocational counseling; early registration; test-taking facilitation; mobility orientations and campus accessibility maps; notetaking, reader, and transcription services; enlargement of printed materials; textbook recording; adapted computer labs; sign-language interpreter services; and liaison with faculty and community agencies. In addition, Special Services offers specialized courses in strategy training, basic skills, lipreading, and adapted computer and adapted physical education. Arrangement for support services 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 or visit our Website at iserver.saddleback.cc.ca.us/serv/couns/dsps/

Any concern regarding access to programs and services should be directed to the Vice President for Student Services, 504 Officer/ADA Coordinator at 949-582-4567, or Randy Anderson, Director of Special Services at 949-582-4885, Saddleback College, 28000 Marguerite Parkway, Mission Viejo, CA 92692.
Student-Faculty Conferences
The faculty members of Saddleback College maintain office hours to consult with students concerning class assignments, methods of studying in particular courses, review of test results, other measures of academic achievement, and advisement for program planning when appropriate. Check with the division office for faculty members’ scheduled office hours.

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

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

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

In order to receive financial aid, the student must:
1. Be a national of the United States, or be in the United States for other than a temporary purpose and intend to become a permanent resident thereof, or be a permanent resident of certain Pacific Islands. Holders of student visas are not eligible for aid.
2. Be accepted for enrollment as at least a regular student or, in the case of a student already attending the institution, be enrolled and in good standing.
3. Be enrolled in an eligible degree or certificate program that only admits students who have a high school diploma or a recognized equivalent.
4. Regular students who do not have a high school diploma or equivalent may be eligible, if they demonstrate that they have the “ability to benefit” from the training offered and are 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

Return of Title IV Funds (HEA)
When a recipient of Title IV grant or loan assistance totally withdraws from Saddleback College prior to 60% of the enrollment period, federal law “Return of Title IV funds” will require repayment of Title IV funds, (Federal Financial Aid).

Drug Conviction—A student is ineligible to receive Title IV, HEA program funds if the student has been convicted of an offense involving the possession or sale of illegal drugs.

For additional information on Title IV requirements, please contact the Student Financial Assistance Office, in the Student Services Center, Room 106, phone 949-582-4860.

Warning: Applying for a loan is serious business. A loan is not a gift. Students must maintain and complete at least a 1/2 time enrollment status for the loan period. It must be repaid with interest after they finish or withdraw from school. Failure to repay will hurt their credit rating and may prevent them 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?

Student Permanent Photo ID's
Student Photo ID's can be taken in SSC 211 by calling 582-4500 ext. 2190 to schedule an appointment. To be issued your one-time permanent Photo ID, you must have your student number with you and be currently enrolled. Student Photo ID’s are free, any lost or stolen cards are $7.50 and can be purchased in the Fiscal Office (AG Building). Your student Photo ID is required for college services, including the library. If you have any questions, please contact the Student Affairs Office at 949-582-4616.

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 about transfer programs and 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, a Transfer Day in the fall semester with representatives from colleges and universities throughout California and out-of-state universities, and conducts workshops on the transfer process. Resources available for student reference are college catalogs, articulation agreements, online computer resources, and consultation with staff. The Transfer Center office is located in the Student Services Center, Room 140-G. For more information, phone 949-582-4328 or visit our Web site at www.saddleback.edu/ser/ trans/ or email tco@saddleback.edu

Veterans Administration (VA) Education Benefits
The Veterans Affairs Office provides assistance to students by completing the paperwork required for education benefits. Students who qualify for education benefits are encouraged to take advantage of their entitlement. In addition to providing education benefits to veterans, education benefits are provided to dependent children and spouses of veterans who died or are permanently and totally disabled due to a service-connected disability.

The Veterans Affairs Office is located in the Administration and Governance Building, Room 131, 949-582-4871. This is a college service office, not a branch of the federal government.

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

Alumni Association

The mission of the Alumni Association is to help re-establish old friendships while supporting the College. The Alumni Association hosts a variety of events and activities throughout the year that bring former and current students together. For more information, contact the Student Development Office at 949-582-4616.

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.

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 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 at 949-582-4616.

Athletics and Related Activities

Saddleback College fields 19 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, water polo, and women’s soccer.

The athletic programs are supported in part by the Associated Student 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 and associations for student participation complementary 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 listings are printed in the class schedule.

An Interclub Council (ICC), 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 SSC 211.

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, 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 ASB Cards.
Fine Arts

The Fine Arts program at Saddleback College is known nationally as one of the largest and finest. Saddleback College graduates go on to careers in every aspect of the visual and performing arts. The departments of Art, Music, Speech, Communication, Theatre, Dance, and Photography serve students of all ages. Instruction is designed to prepare students for transfer to four-year schools, as well as for employment upon graduation. State-of-the-art facilities and extensive and innovative opportunities to put learning into practice in the community make Saddleback College a logical choice.

Students have numerous opportunities to perform as part of choral and instrumental groups and five student theatrical productions (including two musicals) per year. In addition, the program boasts an Art Gallery featuring student, faculty, and guest artist exhibitions, as well as instruction in gallery display/exhibition, a yearly student art sale, and the opportunity to compete on a national level as part of a forensics team which consistently ranks first in the nation. Saddleback fine arts students receive valuable “real world” experience at the undergraduate level. For more information on academic programs, visit our Website at www.saddleback.edu/AP/fa/ or call 949-582-4763.

Saddleback College is also home to the award-winning Saddleback Civic Light Opera (SCLO), South Orange County’s only professional summer musical theater company. Presenting three Broadway musicals each summer since 1978, SCLO has brought quality, affordable musical theater to over 400,000 adults and children. In addition, each fall and spring, Saddleback College Performing Arts brings guest artists from around the world to its 400-seat McKinney Theatre. For more information visit our Website at www.saddleback.edu/AP/fa/ or call 949-582-4763.

Foundation

The consistent excellence of educational, cultural, and athletic programs at Saddleback College would not be possible without the ongoing support of the community. Contributions to benefit Saddleback College and students may be made through the Saddleback College Foundation. The Foundation is organized exclusively for charitable and educational purposes as a 501(c)(3) (Federal approved nonprofit charitable organization) of the Internal Revenue Code. Gifts of cash, personal property, insurance, or securities are welcome. The Foundation can also establish endowments to ensure the perpetuity of gifts, as well as trusts, bequests, or annuities. The Foundation is responsible for ensuring appropriate distribution of funds to college scholarships, projects, and programs.

A Board of Governors composed of community leaders guides all activities. Fundraising throughout the year includes a gala, personalized brick sale, and membership and scholarship appeal. For more information or to make a gift, call 949-582-4479 or email the Foundation at scfound@saddleback.edu.

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 (Lib 112) 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. In addition, the Liberal Arts Division publishes “Wall”, a literary journal featuring the creative writing and artwork of Saddleback students.
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.

- 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.
- Forgery, alteration, or misuse of college documents, records, or identification, or knowingly furnishing false information to a college.
- Cheating or plagiarism in connection with an academic program at the college.
- 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.
- 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.
- Unauthorized entry into, unauthorized use of, or misuse of college property.
- Disorderly, lewd, indecent, obscene, or offensive conduct on college-owned or controlled property or at a college-sponsored or supervised function.
- 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.
- 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.
- Obstruction or disruption on or off campus of the college’s education process, administrative process, or other college function.
- 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.
- Soliciting or assisting another to do any act which would subject a student to expulsion, suspension, probation, or other discipline pursuant to this policy.

- Any other cause not listed above which is identified as good cause by Education Code Sections 76032 and 76033.
- 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.
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://iserver.saddleback.cc.ca.us/gov/senate/assen/assen/agens/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 prohibits discrimination on the basis of race, color, sex, religion, national origin, ethnic group identification, ancestry, age, physical or mental disability, medical condition, military service, sexual orientation, marital status, pregnancy, or any other basis prohibited by law. The district is committed to providing equal opportunities for all individuals in employment and 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 in any process, position, program, service, or activity, on any basis prohibited by law.

Individuals who feel they have been subjected to discrimination or harassment, including sexual harassment, may want to file an informal complaint. [Note that using the informal process is not a prerequisite for filing a formal complaint. Any person may directly file a formal complaint as set forth below.] Individuals wishing to file informal complaints and/or seeking additional information pertaining to the district’s policies and procedures should contact the Vice President of Student Services for Saddleback College, SSC 107, 949-582-4566.

As stated above, whenever possible, complaints should be resolved informally. If the informal process does not resolve the matter and/or if the complainant wishes to pursue formal procedures, then he or she may file a formal written complaint with the Director of Human Resources located at the Office of Human Resources, 28000 Marguerite Parkway, Library Room 325, Mission Viejo, California 92692-3635.

Complaint forms and other materials, including the district’s Sexual Harassment Policy and Complaint Procedure, are available on the college website located at www.socccd.cc.ca.us/district/hr.

ADA Academic Adjustments

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 Academic Adjustment 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, 949-582-4566.

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. 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 performance, or creates an intimidating, hostile, or offensive work or learning 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 behavior identified in this statement of nondiscrimination are in violation of state and federal statute and district policy and 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 discrimination or harassment, including sexual harassment, and want to file a charge of discrimination or would like additional information should contact the Director, Human Resources, LIS 325, 949-582-4349 or the Vice President for Student Services, SSC 107, 949-582-4566.

Office of Human Resources
South Orange County Community College District
28000 Marguerite Parkway, Library Room 327
Mission Viejo, CA 92692
949-582-4349

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
  U.S. Department of Education
- San Francisco, CA 94102

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

Disability Discrimination

Students who have specific questions related to disability discrimination are encouraged to contact Special Services at 949-582-4885, Student Services Center, Room 113. Formal complaints may be filed in the Office of the Vice President for Student Services, ADA/504 Officer, Student Services Center, Room 107, 949-582-4566.

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 in the Student Handbook available through the Counseling Office, Matriculation Office, and Vice President for Student Services Office (SSC 107).

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.

Information about Student Right-to-Know rates for Saddleback College and how they should be interpreted can be found at the California Community Colleges’ “Student Right-to-Know Information Clearinghouse Web site” located at http://srtk.cccco.edu.

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 provides 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 vehicles shall be parked clearly within a designated parking stall.

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

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

Section 414: No vehicle shall be left parked on campus after 11 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.

Parking Permits

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

Section 602: A valid parking permit must be visibly displayed and securely attached to 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. Students may exchange hanging permit for static-clip permit at Campus Safety.

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

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

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

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

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

For students who have a convertible or open top jeep vehicle, go to Campus Safety and your vehicle will be recorded on our "auto soft top" list. You must purchase a valid parking permit, but will not be required to display your permit when the top is down. Permits must be available if requested by an officer.

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

Article VII—Schedule of Parking Fees

1. Student vehicles:
   (a) Automobiles
      - $30/Fall Semester
      - $30/Spring Semester
      - $15/Summer Session
      - $60/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
      - $15/Fall Semester
      - $15/Spring Semester
      - $7.50/Summer Session
      - $1/with current auto permit
Saddleback College opened its doors in the fall of 1968. More than 30 years later approximately 24,000 students, faculty, staff and administrators are on the campus from early morning until late evening and on weekends. It is the responsibility of each person in the college community to keep the campus in good condition and to maintain an attractive and clean environment that everyone can take pride in and enjoy. To this end, the College Beautification Committee has launched a Campus Pride Campus Wide campaign, which has as its goals:

SMOKE RESPONSIBLY
- No smoking within 5 feet of any building entrance or in overhangs where smoke may enter instructional areas (SOCCCD Board Policy 4014 and CA Code Sections 19994.30-19994.35).
- If you smoke, please place your cigarette butts in the proper place.

RECYCLE, DON’T LITTER
- Please put trash in the nearest trash bin.
- Recycle plastic and glass bottles in designated PEPSI recycling container (aluminum cans are okay).

PARTICIPATE
- Get involved in college-wide activity aimed at keeping our campus clean.

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

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

Academic Record Symbols and Grade Point

<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 in the course 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 Office Admissions and Records.

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 65% of a term. The academic record of a student who remains in a class beyond 65% 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 30% of the course.

Withdrawal between the end of the fourth week and 65% of a term, shall be recorded as a “W” on the student’s record. The “W” shall not be used in calculating grade-point averages, but excessive “Ws” shall be used as factors in progress probation and dismissal procedures.

A student may request permission to withdraw from a class after 65% of the length of the class by following the petition procedure in the Office of Admissions and Records. 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 overly concerned by 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 transferring to a UC campus who are required to complete 60 units of course work with a grade point average of 2.4 prior to admission must complete at least 42 of the required units on a graded (A–F) basis. Courses to remedy a University of California admissions deficiency are not acceptable if completed on a “credit” basis.

— Students planning to apply to competitive admissions programs should complete specifically required courses on a graded basis.

— “No Credit” (NC) grades are considered by the South Orange County Community College District in determination of progress probation (refer to regulations describing probation/dismissal under scholarship standards).
— Students planning to graduate from the South Orange County Community College District must establish a minimum 2.0 grade point average of 12 units in residence.

— Credit/No-Credit grades may not be converted to traditional letter grades except through a petition approved by the Admissions Office; such a grade change requires taking an appropriate examination and Board of Trustees approval.

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

Limitation On Enrollment In Pre-Collegiate Basic

Skills Courses

Some courses are designed to assist students in developing skills needed to be successful in completing college-level work. Such courses are not degree-applicable and are called pre-collegiate basic skills courses. Students are limited to a total of 30 units of pre-collegiate basic skills courses, except in certain special situations. Students with verified disabilities may repeat a course as part of “an accommodation to a student’s educational limitations pursuant to state and federal nondiscrimination laws.” Title 5, §56029.

Scholarship Standards

Deans List

Students who achieve a grade point average of 3.25 or higher in 12 units * or 3.5 in at least 6 units of letter-graded courses in any one semester will be eligible for the honor of being placed on the Dean’s List. Continued excellence in scholarship may result in graduation with honors. Check with the Office of Instruction for Dean’s List certificate.

*For DSPS students full-time equivalency may differ, please contact the DSPS office at 949-582-4750.

Academic Honors At Graduation

In recognition of academic excellence, students are awarded graduation honors as follows:

<table>
<thead>
<tr>
<th>Honor</th>
<th>GPA Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>4.0 GPA</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.75 to 3.99 GPA</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>3.50 to 3.74 GPA</td>
</tr>
</tbody>
</table>

In order to qualify, students 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 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 Office of Admissions and Records. 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 Office of Admissions and Records.
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 legible, ensuring 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:

<table>
<thead>
<tr>
<th>Fraction</th>
<th>Minimum Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>12 or more units</td>
</tr>
<tr>
<td>Three-fourth time</td>
<td>9 - 11.5 units</td>
</tr>
<tr>
<td>One-half time</td>
<td>6 - 8.5 units</td>
</tr>
</tbody>
</table>

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 from 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, 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 completion of 66% of the class.

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

It is the student’s responsibility to drop classes he/she is no longer attending.

Final 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 the 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 that suit their particular needs and satisfies the requirements of the Honors Board.

Carefully selected courses are endorsed as “Honors” in any given semester:

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

In addition to the CORE courses required of all Honors students, two or more courses (six units) must be chosen from Honors course offerings. Successful completion of the program will result in a certificate of completion, a special Honors designation on the transcript, and special recognition at commencement. Honors courses are specified as such on all Saddleback College transcripts whether or not a student completes the entire program. The program has the following offering in its growing portfolio as of February 2003. 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)
- BUS 14 (Legal Environment of Business)
- BUS 135 (Elements of Marketing)
- ECON 4 (Principles—Micro)
- ENG 4 (Fiction Fundamentals)
- ENG 21A (World Literature—Ancient to 17th Century)
- ENG 25 (Introduction to Literature)
- ENG 27A (Introduction to the Novel)
- FN 50 (Fundamentals of Nutrition)
- GEO 20 (Introduction to Earth Science)
- HIST 4 (World History to 1750)
- HIST 11 (Perspectives of Peace Studies)
- HIST 12 (Revolutions and Revolutions)
- HIST 16 (History of the United States to 1876)
- HIST 17 (History of the United States Since 1877)
- HIST 19 (United States Since 1945)
- HIST 25 (History of American West)
- HIST 32 (California History)
- HIST 130 (The Dead Sea Scrolls)
- MATH 10 (Introduction to Statistics)
- 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 February 2003 transfer agreements exist with Azusa Pacific University, California State Fullerton, Chapman University, Occidental College, Pitzer College, Pomona College, University of California Irvine, University of California Los Angeles, University of California Riverside, University of California Santa Cruz, and Whitman College. Agreements vary by school; some include scholarships.

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

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

All application materials must be returned to: application materials are available in Library 112.

- Professor Carolyn Kuykendall
  Saddleback College/Library 112
  28000 Marguerite Parkway
  Mission Viejo, CA 92692

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: www.saddleback.edu/div/hon, e-mail: honors@saddleback.edu, or contact Professor Carolyn Kuykendall, Honors Board Chair 949-582-4853.

Experiential Credit

Assessment of Experiential Learning

Following guidelines developed nationally by the Council of Advancement of Experiential Learning, a formalized program is available for the assessment of experiential learning. The object of the program is to award course credit on the basis of documentation of competencies and examinations.

Credit by Examination

1. The governing board of each community college district shall adopt and publish procedures and regulations pertaining to credit by examination in accordance with the provisions of this Subchapter.
2. The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.
3. The nature and content of the examination shall be determined solely by faculty in the discipline that normally teaches the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee established pursuant to Title 5 §55002. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the community college for this purpose.
4. A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.
5. The student’s academic record shall be clearly annotated to reflect that credit was earned by examination.
6. Grading shall be according to the regular grading scale approved by the governing board pursuant to Title 5 §55768, except that students shall be offered a credit-no credit option if that option is ordinarily available for the course.
7. Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required to an associate degree.

Enrolling in AP SY 141 does not guarantee award of credit. Further information can be obtained in the Counseling Office.

Credit by Examination—Specific Course Credit

Students may qualify for credit by examination for courses in the current Saddleback College catalog for which they appear to be reasonably qualified by training or experience, and for which they have not received previous college credit, attempted credit by examination, or ever enrolled in the course. 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. 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 Advanced Placement (AP) Examination satisfactorily passed with a score of 3, 4, or 5. Students can obtain an Advanced Placement Examination Credit Petition in the Counseling Office. Completion of one semester at Saddleback College is required. **The Saddleback College transcript will show the exam credit applicable to the AA/AS degree.**

**Credit will be given for AP exams passed with a score of 3 unless otherwise noted below:**

<table>
<thead>
<tr>
<th>Exam</th>
<th>AA/AS GE</th>
<th>CSU GE</th>
<th>IGTC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>5 units of elective credit and completion of the Fine Arts requirement</td>
<td>3 units credit in Area C1</td>
<td>No course credit established</td>
</tr>
<tr>
<td>Art Studio</td>
<td>5 units of elective Art Studio credit for either Drawing or General Portfolio [5-unit maximum credit for both exams]</td>
<td>No course credit established</td>
<td>No course credit established</td>
</tr>
<tr>
<td>Biology</td>
<td>Credit for BIO 20</td>
<td>3 units credit in Area B2</td>
<td>Credit for BIO 20</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Credit for CHEM 3</td>
<td>6 units credit in and completion of Areas B1 and B3</td>
<td>Credit for CHEM 3</td>
</tr>
<tr>
<td>Computer Science – AB Exam Only</td>
<td>Credit for CS 1A with a score of 3. Credit for CS 1B with a score of 4 or 5.</td>
<td>No course credit established</td>
<td>No course credit established</td>
</tr>
<tr>
<td>Economics – Macro Exam</td>
<td>Credit for ECON 20 with a score of 3 or 4. Credit for ECON 2 with a score of 5.</td>
<td>3 units credit in Area D2</td>
<td>3 units credit in Area 4 with a score of 3 or 4. Credit for ECON 2 with a score of 5.</td>
</tr>
<tr>
<td>Economics – Micro Exam</td>
<td>Credit for ECON 20 with a score of 3 or 4. Credit for ECON 4 with a score of 5.</td>
<td>3 units credit in Area D2</td>
<td>3 units credit in Area 4 with a score of 3 or 4. Credit for ECON 4 with a score of 5.</td>
</tr>
<tr>
<td>English – Language and Composition</td>
<td>Credit for ENG 200 and 2 units of elective credit with a score of 3. Matriculation Placement in ENG 1A; Credit for ENG 1A and 2 elective units with a score of 4 or 5. Matriculation Placement in ENG 1B.</td>
<td>3 units credit in and completion of Area A2</td>
<td>Completion of Area 1A with a score of 4 or 5. [5 units maximum credit for both English exams].</td>
</tr>
<tr>
<td>English – Literature and Composition</td>
<td>Credit for ENG 200 and 2 units of elective credit with a score of 3. Matriculation Placement in ENG 1A; Credit for ENG 1A and 2 elective units with a score of 4 or 5. Matriculation Placement in ENG 1B.</td>
<td>3 units credit in and completion of Area A2 and 3 units credit in Area C2</td>
<td>Completion of Area 1A with a score of 4 or 5. [5 units maximum credit for both English exams].</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3 units of elective credit</td>
<td>No course credit established</td>
<td>No course credit established</td>
</tr>
<tr>
<td>Government and Politics – United States</td>
<td>3 units of elective credit</td>
<td>3 units credit in Area D8 and completion of the national government portion of the American Institutions requirement</td>
<td>No course credit established</td>
</tr>
<tr>
<td>Government and Politics-Comparative</td>
<td>3 units of elective credit in Social Sciences with a score of 3 or 4. Credit for PS 12 with a score of 5.</td>
<td>3 units credit in Area D8</td>
<td>3 units credit in Area 4 with a score of 5</td>
</tr>
<tr>
<td>History – United States</td>
<td>5 units of elective credit with a score of 3. HIST 22 and 2 elective credits with a score of 4 or 5.</td>
<td>3 units credit in Area D6 and completion of the US History portion of the American Institutions requirement</td>
<td>3 units credit in Area 4 with a score of 4 or 5</td>
</tr>
<tr>
<td>History – European</td>
<td>5 units of elective credit with a score of 3. Credit for History 5 and 2 elective credits with a score of 4 or 5.</td>
<td>3 units credit in Area D6</td>
<td>3 units credit in Area 3 with a score of 4 or 5</td>
</tr>
<tr>
<td>Language Other Than English</td>
<td>Credit for language course 3 with a score of 3 or 4. Credit for language course 4 with a score of 5.</td>
<td>6 units credit in Area C2</td>
<td>5 units of Humanities credit in Area 3</td>
</tr>
<tr>
<td>Literature in a Foreign Language</td>
<td>5 units of elective credit in Humanities</td>
<td>6 units credit in Area C2</td>
<td>No course credit established</td>
</tr>
</tbody>
</table>
College-Level Examination Program (CLEP)

Saddleback College does not accept CLEP as a waiver for the English Placement examination or for credit for General Examinations.

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 awarded through the Credit by Examination—Specific Course Credit Policy.

English Equivalency Examination

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

California Registered Nurse License

Holders of current Registered Nursing Licenses completing the application for admission to Saddleback College 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 DD-214 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 Office of Admissions and Records.

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 Office of Admissions and Records.

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-215.

Note: Elective credit will be given for AP test scores in other areas not listed above unless Saddleback College divisions offering the subject matter determine equivalency to specific courses.

CSU: General Education Certification—AP Exam Credit

All California State University (CSU) campuses will accept the minimum units as stipulated above toward full or partial CSU GE 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 campus-specific graduation requirements.

UC: IGETC—AP Exam Credit

Acceptable Advanced Placement test scores may be applied for IGETC course credit only when the Saddleback College faculty recognizes the AP exam and score as equivalent to an IGETC-approved course. Requests for faculty review of IGETC course credit for AP exams and scores not listed above are to be made through the Articulation Officer in the Counseling Services office at Saddleback College.

Other Colleges & Universities—AP Exam Credit

AP credit granted by Saddleback College for either elective or specific course credit does not necessarily transfer as such to other colleges or universities, although policies on course credit are generally consistent with those of University of California (UC) campuses. Students planning to use AP credit toward transfer requirements will need to consult with appropriate campus representatives of the transfer institution for specific information regarding its policies and procedures.

<table>
<thead>
<tr>
<th>Mathematics – Calculus AB Exam</th>
<th>Credit for MATH 2 and Matriculation Placement in MATH 3A with a score of 3. Credit for MATH 3A and Matriculation Placement in MATH 3B with a score of 4 or 5.</th>
<th>3 units credit in Area B4</th>
<th>Credit for Math 2: [5 units maximum credit for both Math exams]</th>
</tr>
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<tbody>
<tr>
<td>Mathematics – Calculus BC Exam</td>
<td>Credit for MATH 3A and Matriculation Placement in MATH 3B with a score of 3. Credit for MATH 3A and MAT 3B and Matriculation Placement in MATH 3C with a score of 4 or 5.</td>
<td>3 units credit in Area B4</td>
<td>Credit for Math 3A: [5 units maximum credit for both Math exams]</td>
</tr>
<tr>
<td>Music Theory</td>
<td>5 units of elective credit</td>
<td>3 units credit in Area C1</td>
<td>No course credit established</td>
</tr>
<tr>
<td>Physics (B Exam)</td>
<td>5 units of Physics elective credit. Specific course credit and placement requires division faculty approval.</td>
<td>6 units credit in and completion of Areas B1 and B3</td>
<td>No course credit established</td>
</tr>
<tr>
<td>Psychology</td>
<td>3 units of social science elective credit with a score of 3 or 4. Credit for PSYC 1 with a score of 5.</td>
<td>3 units credit in Area D9</td>
<td>Credit for PSYC 1 with a score of 5</td>
</tr>
<tr>
<td>Statistics</td>
<td>Credit for Math 10 with a score of 3 upon proof of MATH 253 or equivalent, (e.g., two years of high school algebra) completed with a “C” or better.</td>
<td>3 units credit in Area B4</td>
<td>No course credit established</td>
</tr>
</tbody>
</table>
2+2 Articulation: High School/Regional Occupational Program

Saddleback College maintains faculty-approved formal course and program “2+2” high school 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, automotive technology, business management, fashion, computers, construction technology, drafting, early childhood education, electronic technology, graphic communications, horticulture, and interior design. These agreements permit students to earn a Saddleback College “2+2” Articulation Certificate and receive advanced placement and/or college credit for selected high school or Regional Occupational Program (ROP) coursework completed with a grade of “B” or better. Advanced placement allows students to waive an introductory college course. After completing at least 12 units of coursework at Saddleback College with a 2.0 GPA, students should make a counseling appointment for verification and approval of their high school “2+2” Articulation Certificate and for assistance in completing the “2+2” Credit Petition form. The Office of Admissions and Records will process and post “2+2” course credit to their transcript once verified and approved by a Saddleback College counselor or the “2+2” Articulation Coordinator. Contact the Counseling Services office for further information.

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—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 tenth 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 tenth 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 tenth 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.
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 midlife and older adult. This program is open and flexible, allowing an individual to select any courses that they wish for lifelong learning challenges or in preparation for a second career. The Emeritus Institute offers courses in 30 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 Art Appreciation, Astronomy, Computers, Creative Writing, English Literature, Foreign Language, Geology, Gerontology, History, Health, Philosophy, Political Science, Psychology, and Theatre.

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 Accounting, Art, Clothing and Textiles, Communication Arts, Music, Photography, and Physical Education.

For further information regarding the Emeritus Institute program call 949-582-4835 or 770-9669 or access our Website at www.saddleback.edu/AP/emr/.

Community Education

The college provides not-for-credit educational opportunities for the community through fee-based classes and programs for adults and children. Courses are self-supporting and do not receive funding through state or local taxes or the college’s budget. The Community Education brochure “Spectrum” is mailed three times per year. The “Spectrum” details all class offerings and special events. For further information regarding Community Education, call 949-582-4646 or access our Website at www.saddleback-ce.com.

Study-Abroad Programs

Saddleback College offers study-abroad opportunities for students seeking college-credit learning experiences in other nations. In recent years semester programs were scheduled in Oxford, England; Florence, Italy; and Salamanca, Spain. Summer programs were taught in China, England, France, Greece, and Spain. A London Theatre program is often scheduled for spring vacation.

Students may also participate in Irvine Valley College study-abroad classes in Costa Rica, Thailand, and South America.

For more information and brochures contact division offices or the Office of Instruction at 949-582-4795.
Graduation Requirements

Responsibility for filing a Petition for Graduation in the Office of Admissions and Records rests with the student, and all transcripts for all prior college work attempted must be on file for the petition to be considered. The deadline to petition coincides with the last day to drop classes with a “W” grade in any semester.

Associate in Arts Degree

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

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

Associate in Science Degree

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

I. Unit Requirement: Units of Course Credit — minimum 60 units.
II. Scholarship Requirements: A minimum grade-point average of 2.0 in all units attempted at Saddleback College and an overall grade-point average of 2.0 for all units attempted.
III. Residence Requirement: Of the 60 semester units required, at least 12 units must be completed in residence at Saddleback College.
IV. General Education Requirement: Complete the requirements stated below under “Associate Degree General Education Requirement.”
V. Major Requirement (satisfy one):
   1. Complete an Associate degree program in one of the natural sciences (Astronomy, Biology, Chemistry, Computer Science, Geology, Oceanography, 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 coursework. 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.

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 English Test
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. FINE ARTS AND HUMANITIES

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
CA 20*, 30
DANC 64
FASH 144*
FA 27
HORT 115
ID 110, 122, 125
MUS 1, 20*, 23*, 24, 25, 26, 27, 28, 29*, 90
PHOT 25
SP 32/TA 32
TA 20, 22, 25, 26, 110*

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

One course from the following:

ARAB 1*, 2*
CHI 1* (or 1A* and 1B*), 2*, 21*
FR 1 (or 1A and 1B), 2, 3, 4, 5, 20, 21
GER 1, 2, 3, 4
HIST 4, 5
HUM 1, 3, 10A, 10B, 21/IDS 1, HUM 22/IDS 2, HUM 25/IDS 5
ITA 1 (or 1A and 1B), 2, 3, 4, 21
JA 1*, 2*, 21*
KOR 21*
PRSN 1*, 2*
PHIL 1, 10*, 15
SL 1, 2, 3, 4
SPAN 1* (or 1A* and 1B*), 2*, 3*, 4*, 20A, 20B, 21A*, 21B*
SP 30/TA 30

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 3A, 3B, 11, 15, 18/ENV 18, BIO 19/ENV 19, BIO 20, 113
CHEM 1A, 3, 108, 120/ENV 120
GEOG 1 and 1L (GEOG 1L must be taken concurrently with or following completion of GEOG 1)
GEROL 1, 20, 23/ENV 23
HORT 20
MS 4, 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*, 8, 9, 10, 20*/SP 20*, ANTH 21*
BUS 1
CCS 1*, 2*, 10*
ECON 2, 4, 20
ENV 1
GEOG 2*, 3
HIST 12*, 19, 20*/SOC 20*, HIST 21*, 27*, 28*, 30*, 33*, 60*, 61*/PSY 61*, HIST 62, 63, 70*, 71*, 72*, 74*, 75*/PSY 75*, HIST 80*/PSY 80*, HIST 81*
HS 100, 120, 186
JRN 1/CA 1
PS 4, 11/ECON 11; PS 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.

(One course from Group A or Group B.)

Group A. Life Skills

ACCT 120
APSY 140, 150, 151, 160
BUS 116
FCS 115, 140, 142
FN 50, 64
GER 101
HLTH 1, 3
HS 170, 175
PSYC 33
SPE 115, 205
WS 120

Group B. Critical Thinking

ENG 1B, 170 (both courses also apply to Option A under Reading Competency)

PHIL 12
SP 2, 3

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

**One course from the following:**
PE 107
APE 107 (This course is designed to meet the needs of disabled students.)

6. *CULTURAL DIVERSITY*

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

**CULTURAL DIVERSITY REQUIREMENT:** All AA/AS degree candidates must make certain that one course taken in Fine Arts and Humanities, 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 (*). A student may petition a faculty member who teaches a course meeting the Cultural Diversity Requirement for a waiver of the requirement based on documented life experience.

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

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

### Associate in Arts Degree—Transfer Option

Students completing a minimum of 60 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.

### 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 Office of Admissions and Records and to apply for evaluations. No more than four units may be awarded for sectarian courses.

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.

### Certificate of Achievement

The awarding of a Certificate of Achievement 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 Office of Admissions and Records 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 of Achievement 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. At least one course required in the certificate must be completed at Saddleback College.

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

### Occupational Skills Award

Occupational Skills Awards acknowledge to the recipient and the potential employer achievement of a set of vocational skills in a specific field. These awards may contain from 6 to 17.9 units and do not appear on the student transcript. All courses for the Occupational Skills Award must be completed at Saddleback College.

It is the student’s responsibility to make a formal application for the Occupational Skills Award 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:
   - General education requirements for which equivalents have not been completed.
   - The requirements in the major field.
   - Residence and scholarship requirements.
3. Second Associate Degrees from Saddleback College
   - The student may qualify for an additional associate degree under the following circumstances:
Fashion Design and Merchandising Programs

Interior Design Programs

Cosmetology Training

The Saddleback Master Chorale is 1 of 6 performance groups for student musicians and vocalists
# Degrees, Certificates, and Awards

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<th>Degrees, Certificates, and Awards</th>
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<td>Accountant</td>
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<td>Computerized Accounting Specialist</td>
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<td>Administrative Assistant</td>
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<td>American Sign Language Interpreting</td>
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<td>91</td>
<td></td>
</tr>
<tr>
<td>Real Estate Appraisal</td>
<td></td>
<td></td>
<td></td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>Real Estate Escrow</td>
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<td></td>
<td></td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>Real Estate Sales/Broker Associate</td>
<td></td>
<td></td>
<td></td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
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<td>92</td>
<td></td>
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<tr>
<td>Sociology</td>
<td></td>
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<td></td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Speech/Communication</td>
<td></td>
<td></td>
<td></td>
<td>92</td>
<td></td>
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<tr>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Theatre Arts</td>
<td></td>
<td></td>
<td></td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Travel and Tourism</td>
<td></td>
<td></td>
<td></td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>Women’s and Gender Studies</td>
<td></td>
<td></td>
<td></td>
<td>94</td>
<td></td>
</tr>
</tbody>
</table>

**O.S.A.:** Occupational Skills Award - Vocational Program (6-17.9 Units)

**C.A.:** Certificate of Achievement - Vocational Program (18 units or more)

**A.A.:** Associate in Arts Degree

**A.S.:** Associate in Science Degree
Accounting

There are three certificate programs available in accounting: Accountant, Computerized Accounting Specialist, and Tax Preparation. Accounting majors intending to transfer to a four-year college should refer to the Business Administration transfer curriculum.

Accountant Certificate Program

This program meets a substantial portion of the 45-unit requirement to take the California CPA exam. It is intended primarily for students possessing a bachelor’s degree or foreign university equivalent. In addition, completion of this certificate is helpful in securing entry-level accounting positions in business and industry. CPA EXAM AND LICENSURE: Please contact the California Board of Accountancy.

<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>ACCT 1B*</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACCT 203*</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 110*</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 202A*</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 202B*</td>
<td>Intermediate Accounting II</td>
<td>3</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</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 275*</td>
<td>Auditing</td>
<td>3</td>
</tr>
<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>Total</td>
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<td>29-30</td>
</tr>
</tbody>
</table>

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

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Computerized Accounting Specialist Certificate Program

This program provides students who plan to enter the accounting field with knowledge of accounting principles and practices to record transactions for various types of businesses using a double-entry accounting systems, as well as the latest commercial software, and the ability to analyze financial statements.

<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>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>CIM 216*+</td>
<td>Spreadsheets: Excel</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIM 222*</td>
<td>Computerized Accounting: QuickBooks</td>
<td>1.5</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIM 223*</td>
<td>Computerized Accounting: QuickBooks</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Total 18.5

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

Tax Preparation Certificate Program

This program provides students with sufficient knowledge of Federal and State of California tax law to prepare individual and small business tax returns and to obtain an entry-level position as a tax preparer.

<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>ACCT 216*</td>
<td>Individual Income Tax</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 217*</td>
<td>Partnership and Corporate Taxation</td>
<td>3</td>
</tr>
<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>CIM 216*+</td>
<td>Spreadsheets: Excel</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIM 222*</td>
<td>Computerized Accounting: QuickBooks</td>
<td>1.5</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIM 223*</td>
<td>Computerized Accounting: QuickBooks</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Total 19.5

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

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.


To t a l 1 8 . 5

*Completion of the A and B versions of this course can also be used to fulfill this requirement.

Computerized Accounting Specialist Certificate Program

This program provides students who plan to enter the accounting field with knowledge of accounting principles and practices to record transactions for various types of businesses using a double-entry accounting systems, as well as the latest commercial software, and the ability to analyze financial statements.

<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>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>CIM 216*+</td>
<td>Spreadsheets: Excel</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 3
**Administrative Assistant Certificate Program**

The Administrative Assistant program prepares individuals for employment in key staff positions or enhances existing skills of office assistants, office managers, and other professionals.

<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</td>
<td>3</td>
</tr>
<tr>
<td>CIM 10*</td>
<td>Introduction to Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIM 121C*</td>
<td>Keyboarding for Computers—Advanced</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 174*</td>
<td>Computer Operating Systems: Windows</td>
<td>3</td>
</tr>
<tr>
<td>CIM 214+</td>
<td>Word Processing: Word</td>
<td>3</td>
</tr>
<tr>
<td>CIM 216*</td>
<td>Spreadsheets: Excel</td>
<td>3</td>
</tr>
<tr>
<td>CIM 227*</td>
<td>Internet and Web Essentials</td>
<td>1.5</td>
</tr>
</tbody>
</table>

*Select from Specialty Courses listed below. 3*

**Total** 30

**Specialty Courses:**
- CIM 218* Database: Access 3
- CIM 222* Computerized Accounting: Quicken 1.5
- CIM 223* Computerized Accounting: QuickBooks 1.5
- CIM 228A*/B* Business Desktop Publishing—Beginning/Advanced 1.5, 1.5
- CIM 230* Desktop Presentations: PowerPoint 1.5
- CIM 272A*/B* Web Design for Business—Beginning/Advanced 1.5, 1.5

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

*Completion of the A and B versions of this course can also be used to fulfill this requirement.

**Associate Degree**

**Associate in Science Degree**

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

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the **Associate in Arts** degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

**American Sign Language Interpreting Certificate Program**

This program 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 American Sign Language (ASL) is often a valuable adjunct to careers in special education, health sciences, audiology, or therapy. In addition, the skills obtained in the program may be used by persons wishing to obtain conversational ability only.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL 1</td>
<td>American Sign Language I</td>
<td>4</td>
</tr>
<tr>
<td>SL 2*</td>
<td>American Sign Language II</td>
<td>4</td>
</tr>
<tr>
<td>SL 3*</td>
<td>American Sign Language III</td>
<td>4</td>
</tr>
<tr>
<td>SL 4*</td>
<td>American Sign Language IV</td>
<td>4</td>
</tr>
<tr>
<td>SL 101</td>
<td>Deaf People in the Community</td>
<td>3</td>
</tr>
<tr>
<td>SL 102</td>
<td>Implications of Deafness</td>
<td>3</td>
</tr>
<tr>
<td>SL 103*</td>
<td>Sign Language Interpreting I</td>
<td>3</td>
</tr>
<tr>
<td>SL 104*</td>
<td>Sign Language Interpreting I Lab</td>
<td>1</td>
</tr>
<tr>
<td>SL 105*</td>
<td>Sign Language Interpreting II</td>
<td>3</td>
</tr>
<tr>
<td>SL 106*</td>
<td>Sign Language Interpreting II Lab</td>
<td>1</td>
</tr>
<tr>
<td>SL 107*</td>
<td>Interpreting Sign to Voice</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**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>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1</td>
<td>Physical Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 2</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 3*</td>
<td>Culture and Language</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 9</td>
<td>Introduction to Archaeology</td>
<td>3</td>
</tr>
</tbody>
</table>

*Select three courses from Restricted Electives below.*

**Total** 21
Restricted Electives:

- ANTH 4 Native American Indian Culture 3
- ANTH 6 Global Issues in Anthropological Perspective 3
- ANTH 7 Indians of Southern California 3
- ANTH 8 World Prehistory 3
- ANTH 10 The World of the Celts 3
- ANTH 13 Magic, Witchcraft, and Religion 3
- ANTH 14 Introduction to Visual Culture 3
- ANTH 15 Primate Behavior 3
- ANTH 21 Women and Culture: Cross-Cultural Perspectives 3

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

Associate Degree

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting 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: BIO 11, 12; GEOL 2; HIST 20; MATH 10; PSYC 16; SOC 1.

Aquarium and Aquaculture Science Certificate Program

The Aquarium and Aquaculture Science certificate program provides students with career preparation for entry level work in public aquarium, interpretive/education centers, pet industry, private business, or aquaculture related venues. For those already in the field, a skills upgrade in the latest techniques and information relating to water chemistry and toxicology, filtration, life support and habitat design, culture protocols, health, nutrition, and disease, and equipment will be covered using hands-on application and innovative scientific approach. Current industry standards, state and federal regulations, and licensing are addressed. Through guided practical and technical experience, field trips, and internships, students will acquire good husbandry skills required to properly care for aquatic organisms and the dynamics involved in aquarium science.

Course ID Title Units

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MST 10</td>
<td>Introduction to Aquaculture</td>
<td>3</td>
</tr>
<tr>
<td>MST 100</td>
<td>Marine Aquaria Systems</td>
<td>2</td>
</tr>
<tr>
<td>MST 101*</td>
<td>Marine Aquarium Management</td>
<td>1</td>
</tr>
<tr>
<td>MST 203</td>
<td>Ecology of Captive Aquatic Fish and Invertebrates</td>
<td>2</td>
</tr>
<tr>
<td>MST 204</td>
<td>Aquatic Animal Health &amp; Disease Management</td>
<td>3</td>
</tr>
<tr>
<td>MST 205</td>
<td>Water Quality and Toxicity for Aquatic Systems</td>
<td>3</td>
</tr>
<tr>
<td>MST 206</td>
<td>Aquatic System Design and Life Support</td>
<td>2</td>
</tr>
<tr>
<td>MST 207*</td>
<td>Internship: Aquarium and Aquaculture</td>
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</tr>
<tr>
<td></td>
<td>and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CWE 168* Cooperative Work Experience</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>and</td>
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</tr>
<tr>
<td></td>
<td>Total</td>
<td>18.5</td>
</tr>
</tbody>
</table>

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

It is strongly recommended that students seeking cooperative work experience internships at public aquariums, obtain an Open Water SCUBA Certification from a reputable and nationally recognized organization (PADI, NAUI, etc.), and complete a basic first aid, CPR, and Dan oxygen administration course(s).

Associate Degree

Associate in Science Degree

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

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

RECOMMENDED ELECTIVES: BIO 3A or ENV 19; CHEM 108; CIM 1; MATH 351

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.

Course ID Title Units

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 110</td>
<td>Introduction to Architecture</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 124A</td>
<td>Architectural Drawing I</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 124B*</td>
<td>Architectural Drawing II</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 126</td>
<td>Materials and Methods of Construction</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 132*</td>
<td>Residential Planning Principles and Design</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 142*</td>
<td>Descriptive Drawing and Perspective</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>ARCH 112</td>
<td>History of Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 122</td>
<td>Architectural Practice</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 124C*</td>
<td>Architectural Drawing III</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 150*</td>
<td>Introduction to Computer-Aided Drafting</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 151*</td>
<td>Computer-Aided Drafting</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 152*</td>
<td>Advanced Computer-Aided Drafting</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 289</td>
<td>Special Topics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 40

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

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

RECOMMENDED ELECTIVES: ARCH 134, 136, 144; ART 40, 41, 80
Art Associate Degree Program

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

Suggested major sequence for the Associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 40</td>
<td>Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 41*</td>
<td>Three-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 80</td>
<td>Beginning Drawing</td>
<td>3</td>
</tr>
<tr>
<td>Select three units from Options below.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 25</td>
<td>Survey of Art History: Ancient Worlds to Gothic</td>
<td>3</td>
</tr>
<tr>
<td>ART 26</td>
<td>Survey of Art History: Renaissance to Modern</td>
<td>3</td>
</tr>
<tr>
<td>ART 50*</td>
<td>Beginning Painting</td>
<td>3</td>
</tr>
<tr>
<td>ART 85*</td>
<td>Beginning Life Drawing</td>
<td>3</td>
</tr>
<tr>
<td>Select six units from Options below.</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

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

OPTIONS: A minimum of six units should be taken from one of the following course areas dependent upon student’s interest: ceramics, drawing, gallery exhibition, graphics, art, history, painting, print-making, sculpture, jewelry, or photography. See the Announcement of Courses section of the catalog.

Associate Degree

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

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.

RECOMMENDED ELECTIVES: ART 45

Automotive Technology

The Automotive Technology programs are 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. The following four options are available: Automotive Chassis Specialist, Automotive Engine Service Specialist, Automotive Tune-up Specialist, and General Automotive Mechanic.

Automotive Chassis Specialist Certificate Program

This program allows a student to prepare for a career with undercar emphasis. This program 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>
<tr>
<td>Select one of the Specialty Courses below.</td>
<td></td>
<td>1-4</td>
</tr>
</tbody>
</table>

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

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 in Science degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASTR 20</td>
<td>General Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>ASTR 25*</td>
<td>Observational Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>CS 1A*</td>
<td>Introduction to Computer Science</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><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 4A*</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4B*</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4C*</td>
<td>General Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

Total 29

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

Associate Degree

Associate in Science Degree

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

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

Refer also to transfer 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: ASTR 45
**Associate Degree**

**Associate in Science Degree**

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

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the **Associate in Arts** degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

**RECOMMENDED ELECTIVES:** AUTO 109, 204; MATH 351.

---

**Automotive Engine Service Specialist Certificate Program**

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

Course ID | Title                       | Units |
----------|-----------------------------|-------|
AUTO 100  | Automotive Fundamentals     | 3     |
AUTO 102* | Automotive Tune-up/Ignition Systems | 3     |
AUTO 103* | Tune-up/Fuel and Emissions Systems | 3     |
AUTO 104A*| Automotive Engines          | 5     |
AUTO 104B*| Automotive Engines          | 5     |
Select one of the Specialty Courses below. | 1-4   |

**Specialty Courses:**

- AUTO 189 | Special Topics | 1-3 |
- AUTO 204*| High Performance Engine Blueprinting | 3 |
- AUTO 220*| Alternative Propulsion Systems    | 3 |
- AUTO 289 | Special Topics | 1-3 |

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

**Associate Degree**

**Associate in Science Degree**

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

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the **Associate in Arts** degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

---

**General Automotive Mechanic Certificate Program**

This program 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.

Course ID | Title                       | Units |
----------|-----------------------------|-------|
AUTO 100  | Automotive Fundamentals     | 3     |
AUTO 101* | Automotive Electrical System | 3     |
AUTO 102* | Automotive Tune-up/Ignition Systems | 3     |
AUTO 103* | Tune-up/Fuel and Emissions Systems | 3     |
AUTO 104A*| Automotive Engines          | 5     |
AUTO 104B*| Automotive Engines          | 5     |
AUTO 105* | Automotive Power Train      | 3     |
or        |                             |       |
AUTO 108* | Automotive Air Conditioning | 3     |
AUTO 106A*| Automotive Suspension and Alignment | 3 |
AUTO 106B*| Automotive Brakes           | 3     |
AUTO 107* | Automotive Transmissions    | 3     |
or        |                             |       |
AUTO 109* | California State Smog License Course | 4 |

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

---

**Associate Degree**

**Associate in Science Degree**

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

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

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 in Science degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3A*</td>
<td>General Biology I</td>
<td>5</td>
</tr>
<tr>
<td>BIO 3B*</td>
<td>General Biology II</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**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3C*</td>
<td>Biochemistry and Molecular Biology</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** 35

*Course has a prerequisite, corequisite, limitation, 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 4 prerequisite for both CHEM 3 and 1A.

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

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.

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

Business Administration—Transfer

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

Suggested major requirements for the Associate degree:

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

**Total** 30

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

Associate Degree

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting 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 116, 120, 125, 135, 150; ENG 1A; MATH 9, 10; PHIL 12 or 15.

Business and Commerce—General

The Business and Commerce—General Associate Degree program 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:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 1A*</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 1</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 150</td>
<td>Survey of International Business</td>
<td></td>
</tr>
</tbody>
</table>
Business Leadership Certificate Program

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>BUS 150</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>BUS 160</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>BUS 102*</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>BUS 104*</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>BUS 120</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>BUS 125</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>BUS 135</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>BUS 137</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>BUS 296†‡</td>
<td>1</td>
</tr>
<tr>
<td>and</td>
<td>CWE 168†‡/169†‡</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>Cooperative Work Experience: Business Management</td>
<td></td>
</tr>
</tbody>
</table>

Total: 18

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

†Must be taken concurrently

Associate Degree

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

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 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, 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.

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 programs are designed for the development of a high quality manager for whom there is an ever-growing need. The Business Management curriculum is structured to furnish a broad preparation for careers in business at the mid-management levels. There are six unique programs and one Occupational Skills Award to choose from. Transfer Business Management majors should refer to the Business Administration Transfer Program.

### Course ID | Title                                      | Units |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></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 120</td>
<td>Essentials 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>CIM 1*</td>
<td>Introduction to Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>CIM 10*</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>CIM 120*</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Total: 23.5-25**

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
### International Business Certificate Program

Technology and international commerce have redefined business in a global context. The International Business program prepares students for careers in international business and industries that deal with international trade and global markets. The program focuses on the dynamics of international organization, environments, trade, language, socioeconomic and cultural forces, political and legal issues, and emerging global markets. Completion of the required electives demonstrates global competencies in international business. Elective courses provide specialized areas of study. Transfer International Business majors should refer to the Business Administration transfer curriculum.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 12</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BUS 14</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BUS 150</td>
<td>Survey of International Business</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BUS 160</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BUS 260</td>
<td>Strategies for Exporting and Importing</td>
<td>3</td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>CWE 168†</td>
<td>Cooperative Work Experience: Business</td>
<td>1</td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>BUS 137</td>
<td>Professional Selling Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>BUS 295†</td>
<td>Internship</td>
<td>1</td>
</tr>
</tbody>
</table>

*Course has a prerequisite or recommended preparation; see course description.
†Must be taken concurrently.

### Associate Degree

#### Associate in Science Degree

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 12</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BUS 14</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BUS 150</td>
<td>Survey of International Business</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BUS 160</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>BUS 260</td>
<td>Strategies for Exporting and Importing</td>
<td>3</td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>CWE 168†</td>
<td>Cooperative Work Experience: Business</td>
<td>1</td>
</tr>
</tbody>
</table>

*Course has a prerequisite, recommended preparation; see course description.
†Must be taken concurrently.
Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Retail Management Certificate Program

The Retail Management program, designed by managers of major retail corporations, prepares individuals to be effective managers or for promotion to management in the retail industry. The curriculum assists student’s understanding of the scope of the retail manager’s job and the requirements for success. Completion of the certificate in Retail Management enhances the opportunity for entry employment as well as advancement in a retail career.

**Course ID** | **Title** | **Units**
--- | --- | ---
BUS 221 | Human Resources Management | 3
BUS 125 | Essentials of Business Management | 3
BUS 137 | Professional Selling Fundamentals | 3
BUS 160 | Small Business Management | 3

To t a l  | 18

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

†Must be taken concurrently

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

RECOMMENDED ELECTIVES: BUS 12 or 14, 137, 138.

Human Resources Management

Occupational Skills Award

The Human Resources Management Skills Award is designed to increase the ability to succeed in an emerging and evolving work environment. The curriculum assists student’s understanding of the scope of human resources management and the requirements for success. Completion of the program in Human Resources Management enhances the opportunity for entry employment as well as advancement in a career.

**Course ID** | **Title** | **Units**
--- | --- | ---
BUS 120 | Essentials of Business Management | 3
BUS 125 | Human Relations in Business | 3
BUS 221 | Human Resources Management | 3

To t a l  | 9
Chemistry Associate Degree Program

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

Suggested major sequence for the Associate in Science degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 1A*†</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 1B*</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 12A*</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 12B*</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
†Must be taken concurrently

Early-Childhood Certificate Program

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD 101*</td>
<td>Observation of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>HD 110*</td>
<td>Principles and Programs for Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>HD 120*</td>
<td>Child Guidance</td>
<td>3</td>
</tr>
<tr>
<td>HD 131*</td>
<td>Creative Activities in Child Development</td>
<td>3</td>
</tr>
<tr>
<td>HD 145*</td>
<td>Young Children, Language Arts, and Literature</td>
<td>3</td>
</tr>
<tr>
<td>HD 150*</td>
<td>Science and Numbers in Early Child Education</td>
<td>1</td>
</tr>
<tr>
<td>HD 151</td>
<td>Nutrition and Safety for Teachers of Young Children</td>
<td>1</td>
</tr>
<tr>
<td>HD 160*</td>
<td>Curriculum in Early-Childhood Programs</td>
<td>3</td>
</tr>
<tr>
<td>HD 181†</td>
<td>Practicum/Field Work</td>
<td>2</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWE 168†/169†</td>
<td>Cooperative Work Experience: Child Development</td>
<td>1</td>
</tr>
<tr>
<td>HSC 229</td>
<td>First Aid and Health for Early-Childhood Teachers</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 7</td>
<td>Developmental Psychology: Childhood and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Socialization of the Child</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
†Must be taken concurrently

Child Development

The purpose of the Child Development program is to provide a foundation of understanding and skills for those interested in pursuing careers which provide services to children and families such as infant/toddler programs; early-childhood programs; school-age programs; community agencies; health programs; and marketing children's books, toys, magazines, and educational software. The program is relevant for child development specialists, early childhood teachers, elementary school teachers, directors, recreation leaders, parents, and potential parents.
Infant/Toddler Certificate Program

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

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

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
†Must be taken concurrently.

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

RECOMMENDED ELECTIVES: PSYC 1; HLTH 2; HSC 224

School-Age Child Certificate Program

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD 106</td>
<td>Teaching Culturally Diverse Children</td>
<td>3</td>
</tr>
<tr>
<td>HD 112</td>
<td>Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>HD 150</td>
<td>Science and Numbers in Early Childhood</td>
<td>1</td>
</tr>
<tr>
<td>HD 151</td>
<td>Nutrition and Safety for Teachers of Young Children</td>
<td>1</td>
</tr>
<tr>
<td>HD 175</td>
<td>Adult Supervision in Early-Childhood/School-AgeCenters</td>
<td>2</td>
</tr>
<tr>
<td>HD 266</td>
<td>Curriculum Planning for School-Age Childcare</td>
<td>1</td>
</tr>
<tr>
<td>HD 267</td>
<td>Program and Staff Development for School-Age Childcare</td>
<td>1</td>
</tr>
<tr>
<td>HD 268</td>
<td>Guidance and Discipline for School-Age Childcare</td>
<td>1</td>
</tr>
<tr>
<td>HD 282*‡</td>
<td>Practicum/Field Work (School-Age Children)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>HSC 229</td>
<td>First Aid and Health for Early-ChildhoodTeachers</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 7</td>
<td>Developmental Psychology:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Child Development</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
†Must be taken concurrently.

Computer and Information Management

The Computer and Information Management program includes seven programs that prepare students for careers using technology in the business workplace. The programs are: Applications Developer; Business Systems Analyst; E-Commerce Specialist; Network Systems Specialist; Software Specialist, with five areas of concentration; Web Designer; and Webmaster.

Applications Developer Certificate Program

This program is designed to prepare the student for an entry-level job 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></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CIM 10*</td>
<td>Introduction to Information Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CIM 174*+</td>
<td>Computer Operating Systems: Windows</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CIM 176*</td>
<td>Computer Operating Systems: Windows-Advanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introductions to SQL</td>
<td>3</td>
</tr>
<tr>
<td>CIM 205*</td>
<td>Application Development for Excel</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>with Visual Basic</td>
<td></td>
</tr>
<tr>
<td>CIM 246*</td>
<td>Application Development for Access</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>with Visual Basic</td>
<td></td>
</tr>
<tr>
<td>CIM 251*</td>
<td>Introduction to Networking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select six units of one language from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Programming Courses listed below.</td>
<td>6</td>
</tr>
</tbody>
</table>
Certificates and Degrees

Select three units from Specialty Courses listed below: 3

Programming Courses:
- CIM 2A*/B* Business Programming I/II: Visual Basic 3, 3
- CIM 6A*/B* Business Programming I/II: C++ 3, 3
- CIM 7A*/B* Business Programming: Java 3
- CIM 269* JavaScript 1.5
- CIM 270* Introduction to Perl Programming 3

Specialty Courses:
- CIM 172* Computer Operating Systems: Unix/Linux 3
- CIM 208* Managing the Client/Server Environment 1.5
- CIM 216* Spreadsheets: Excel 3
- CIM 218* Database: Access 3
- CIM 225* PHP with MySQL 3

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

+Completion of the A and B versions of this course can also be used to fulfill this requirement.

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

RECOMMENDED ELECTIVES: ACCT 1A, 1B, 214; BUS 12 or 14; CIM 121A, 121B, 189, 206, 227, 243, 251, 252, 265, 289, ECON 2, 4; MATH 9, 10.

Business Systems Analyst Certificate Program

This program is designed to prepare the student for an entry-level trainee as a Business Systems Analyst.

<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>ACCT 1B*</td>
<td>Managerial 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></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>CIM 1*</td>
<td>Introduction to Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CIM 10*</td>
<td>Introduction to Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CIM 112*</td>
<td>Microsoft Office</td>
<td>3</td>
</tr>
<tr>
<td>CIM 142*</td>
<td>Systems Analysis Methodologies</td>
<td>3</td>
</tr>
<tr>
<td>Select three units from Programming Courses listed below</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total 29

Operating Systems Courses:
- CIM 172* Computer Operating Systems: Unix/Linux 3
- CIM 174* Computer Operating Systems: Windows 3

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

+Completion of the A and B versions of this course can also be used to fulfill this requirement.

E-Commerce Specialist Certificate Program

The E-Commerce Specialist Certificate program prepares the student to apply business functions to the web. All types of business sectors and activities can be web-based, including retail, wholesale, import-export, human resources, customer service, or departments within an organization. Electronic commerce, or e-commerce, is used in public and private business, both profit and non-profit sectors, in corporations, government, small businesses, professional associations, and personal applications as well. This program provides the skills for conducting business on the web, preparing an electronic approach, and managing an e-commerce web presence.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 135</td>
<td>Elements of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 138</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>BUS 145*†</td>
<td>Internship</td>
<td>1</td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>CWE 168*†</td>
<td>Cooperative Work Experience:</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CIM 218*</td>
<td>Computer and Information Management</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CIM 271A*</td>
<td>Database: Access</td>
<td>3</td>
</tr>
<tr>
<td>CIM 272A*</td>
<td>Basic Web Development—HTML</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 273*</td>
<td>Web Design for Business—Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 275*</td>
<td>Web Management</td>
<td>3</td>
</tr>
<tr>
<td>CIM 277*</td>
<td>Web Marketing/Positioning</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 290*</td>
<td>Introduction to E-Commerce</td>
<td>1.5</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>CIM 168*†</td>
<td>Cooperative Work Experience:</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CWE 169*†</td>
<td>Computer and Information Management</td>
<td>1</td>
</tr>
</tbody>
</table>

Total 26

Electives below 4.5
Restricted Electives:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 276*</td>
<td>Web Database Management</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 278A*</td>
<td>Dreamweaver—Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 279*</td>
<td>Internet and Intranet Security</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 289*</td>
<td>Special Topics</td>
<td>1.5-3</td>
</tr>
</tbody>
</table>

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
†Must be taken concurrently.

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the **Associate in Arts** degree. A minimum of 12 units must be completed at Saddleback College.

Network Systems Administrator Certificate Program

This program prepares the student for an entry-level position as an information systems network systems administrator.

<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 or</td>
<td>3</td>
</tr>
<tr>
<td>CIM 10*</td>
<td>Introduction to Information Systems</td>
<td></td>
</tr>
<tr>
<td>CIM 172*</td>
<td>Computer Operating Systems: Unix/Linux</td>
<td></td>
</tr>
<tr>
<td>CIM 174+*</td>
<td>Computer Operating Systems: Windows</td>
<td></td>
</tr>
<tr>
<td>CIM 176*</td>
<td>Computer Operating Systems: Windows—Advanced</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></td>
</tr>
<tr>
<td>CIM 259*</td>
<td>Windows Network Infrastructure Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one Specialty Area listed below. 6-12

Total 30-36

Specialty Areas:

Microsoft:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 253*</td>
<td>Supporting Windows Server</td>
<td>3</td>
</tr>
<tr>
<td>CIM 254*</td>
<td>Implementing and Administering Windows Directory Services</td>
<td>3</td>
</tr>
</tbody>
</table>

Internet:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 7A/B*</td>
<td>Business Programming: JAVA—Beginning/Advanced</td>
<td>3, 3</td>
</tr>
<tr>
<td>CIM 227*</td>
<td>Internet and Web Essentials</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 271A*</td>
<td>Basic Web Development—HTML</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 271B*</td>
<td>Advanced Web Development</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 279*</td>
<td>Internet and Intranet Security</td>
<td>1.5</td>
</tr>
</tbody>
</table>

UNIX/LINUX:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 256*</td>
<td>Fundamental Unix/Linux System Administration</td>
<td>3</td>
</tr>
<tr>
<td>CIM 257*</td>
<td>Network and Security Administration using Unix/Linux</td>
<td>3</td>
</tr>
<tr>
<td>CIM 258*</td>
<td>Advanced Network and Security Administration using Unix/Linux</td>
<td>3</td>
</tr>
</tbody>
</table>


Software Specialist Certificate Program

The Software Specialist Certificate program prepares the student for an entry-level position as a software specialist from a group of core courses and a selection of one of five concentrations to obtain each certificate: Operating Systems, Spreadsheet, Database, Generalist, and Oracle Database Management. The core consists of four courses (9 units) that must be taken along with one area of concentration. A student may complete one or more concentrations in the Software Specialist Certificate Program.

Core Courses:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 1*</td>
<td>Introduction to Computer Information Systems or</td>
<td>3</td>
</tr>
<tr>
<td>CIM 10*</td>
<td>Introduction to Information Systems</td>
<td></td>
</tr>
<tr>
<td>CIM 112*</td>
<td>Microsoft Office</td>
<td></td>
</tr>
<tr>
<td>CIM 121A*</td>
<td>Keyboarding for Computers—Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 174+*</td>
<td>Computer Operating Systems: Windows</td>
<td>3</td>
</tr>
<tr>
<td>CIM 227*</td>
<td>Internet and Web Essentials</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Select one Concentration from below: 9-15

Total 18-24

Operating Systems Concentration (12 Units):

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 172*</td>
<td>Computer Operating Systems: UNIX/LINUX</td>
<td>3</td>
</tr>
<tr>
<td>CIM 176*</td>
<td>Computer Operating Systems: Windows—Advanced</td>
<td>3</td>
</tr>
<tr>
<td>CIM 240*</td>
<td>Administering Microsoft Windows Clients</td>
<td>3</td>
</tr>
</tbody>
</table>

Spreadsheet Concentration (9 Units):

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 216+*</td>
<td>Spreadsheets: Excel</td>
<td>3</td>
</tr>
<tr>
<td>CIM 216C*</td>
<td>Spreadsheets: Excel—Advanced</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 222*</td>
<td>Computerized Accounting: Quicken</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 223*</td>
<td>Computerized Accounting: QuickBooks</td>
<td></td>
</tr>
<tr>
<td>CIM 246*</td>
<td>Visual Basic for Applications—Excel</td>
<td>3</td>
</tr>
</tbody>
</table>

Database Concentration (15 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 and Design</td>
<td>3</td>
</tr>
<tr>
<td>CIM 205*</td>
<td>Introduction to SQL</td>
<td>3</td>
</tr>
<tr>
<td>CIM 218*</td>
<td>Database: Access</td>
<td>3</td>
</tr>
<tr>
<td>CIM 248*</td>
<td>Visual Basic for Applications—Access</td>
<td>3</td>
</tr>
<tr>
<td>CIM 276*</td>
<td>Web Database Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Generalist Concentration (13.5 Units):

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 121B/C*</td>
<td>Keyboarding for Computers—Intermediate/Advanced</td>
<td>1.5, 1.5</td>
</tr>
<tr>
<td>CIM 214*+</td>
<td>Word Processing: Word</td>
<td>3</td>
</tr>
<tr>
<td>CIM 216+*</td>
<td>Spreadsheets: Excel</td>
<td>3</td>
</tr>
</tbody>
</table>
Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Web Designer Certificate Program

The Web Designer Certificate Program prepares the student to develop a web presence for businesses, organizations, and individuals in communication, marketing, and data management through the development of a web site. Students will learn how to reach an audience and communicate ideas. The program includes basic and advanced software skills, developing a mission, goals, and the promotion and maintenance of a web site. Students may choose electives to round out their program.

Course ID Title Units

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 218*</td>
<td>Database Access</td>
<td>3</td>
</tr>
<tr>
<td>CIM 229A*</td>
<td>Business Desktop Publishing—Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 229A*</td>
<td>Business Desktop Publishing—Advanced</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 230*</td>
<td>Business Presentations: PowerPoint</td>
<td>1.5</td>
</tr>
<tr>
<td>Oracle Database Management Concentration (9 Units):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIM 287A*</td>
<td>Intro to Oracle—SQL and PL/SQL</td>
<td>3</td>
</tr>
<tr>
<td>CIM 287B*</td>
<td>Oracle: Enterprise DBA I</td>
<td>3</td>
</tr>
<tr>
<td>CIM 287C*</td>
<td>Oracle: Enterprise DBA II</td>
<td>3</td>
</tr>
<tr>
<td>+Completion of the A and B versions of this course can also be used to fulfill this requirement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Restricted Electives:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 232*</td>
<td>Multimedia Authoring</td>
<td>3</td>
</tr>
<tr>
<td>CIM 236*</td>
<td>XML for the Web</td>
<td>3</td>
</tr>
<tr>
<td>CIM 237A*</td>
<td>Web Advanced Media Integration</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 237B*</td>
<td>Virtual Reality in Business</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 238*</td>
<td>Fireworks</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 239*</td>
<td>Special Topics</td>
<td>1.5-3</td>
</tr>
</tbody>
</table>

†Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

+Completion of the A and B versions of this course can also be used to fulfill this requirement.

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Webmaster Certificate Program

The Webmaster Certificate program prepares the student to build and administer a web site and setup and maintain its web server. Students learn the technical aspect of server-level concerns of web construction and management to efficiently run web sites in business and government organizations or for individuals. Topics include networking, security, web development, and database administration. Students will have the opportunity to learn concepts and apply them in a hands-on learning environment.

Course ID Title Units

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 17A*</td>
<td>Business Programming: Java—Beginning</td>
<td>3</td>
</tr>
<tr>
<td>CIM 172*</td>
<td>Computer Operating Systems: Unix/Linux</td>
<td>3</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 271A*</td>
<td>Basic Web Development—HTML</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 272A*</td>
<td>Web Design for Business—Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 277*</td>
<td>Introduction to E-Commerce</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 279*</td>
<td>Internet and Intranet Security</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 299*</td>
<td>Capstone Portfolio Project</td>
<td>1.5</td>
</tr>
<tr>
<td>BUS 295*†</td>
<td>Internship</td>
<td>1</td>
</tr>
<tr>
<td>CWS 168*†</td>
<td>Cooperative Work Experience: Computer and Information Management</td>
<td>1</td>
</tr>
<tr>
<td>CIM 287A*</td>
<td>Intro to Oracle—SQL and PL/SQL</td>
<td>3</td>
</tr>
<tr>
<td>CIM 287B*</td>
<td>Oracle: Enterprise DBA I</td>
<td>3</td>
</tr>
<tr>
<td>CIM 287C*</td>
<td>Oracle: Enterprise DBA II</td>
<td>3</td>
</tr>
<tr>
<td>CIM 299A*</td>
<td>Business Presentations: PowerPoint</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 299B*</td>
<td>Business Presentations: PowerPoint</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Restricted Electives:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 256*</td>
<td>Fundamental Unix/Linux System Administration</td>
<td>3</td>
</tr>
<tr>
<td>CIM 257*</td>
<td>Network and Security Administration using Unix/Linux</td>
<td>3</td>
</tr>
<tr>
<td>CIM 258*</td>
<td>Advanced Network and Security Administration using Unix/Linux</td>
<td>3</td>
</tr>
<tr>
<td>CIM 260*</td>
<td>Microsoft ASP.NET</td>
<td>3</td>
</tr>
<tr>
<td>CIM 268*</td>
<td>Web Development: Visual InterDev</td>
<td>3</td>
</tr>
<tr>
<td>CIM 269*</td>
<td>Special Topics</td>
<td>1.5-3</td>
</tr>
</tbody>
</table>

†Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

+Completion of the A and B versions of this course can also be used to fulfill this requirement.
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 in Science degree:

Course ID | Title | Units
---|---|---
CS 1A* | Introduction to Computer Science | 3
CS 1B* | Introduction to Programming | 3
CS 1C* | Advanced Programming | 3
CS 2B* | Data Structures | 3
CS 3A* | Computer Organization and Machine Language | 3
CS 3B* | Computer Organization and Assembly Language | 3
MATH 3A* | Analytic Geometry and Calculus | 4
MATH 3B* | Analytic Geometry and Calculus | 4
*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Architectural Technology Certificate Program

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

Course ID | Title | Units
---|---|---
CIM 1* | Introduction to Computer Information Systems | 3
CIM 171* | Computer Operating Systems: DOS Command Line—Windows | 3
CIM 174*+ | Computer Operating Systems: Windows | 3
CMT 215 | Electronics for Computer Technologists | 3
CMT 220* | Computer Maintenance and Repair I | 3
CMT 225* | Computer Maintenance and Repair II | 3
CMT 230* | Applied Network Technology | 3
Total | 21

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

Associate in Science Degree

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

Suggested major sequence for the Associate in Science degree:

Course ID | Title | Units
---|---|---
CS 4A* | Introduction to Java for Computer Science | 3
CS 4B* | Advanced Topics in Java for Computer Science | 3
ET 114* | Digital Electronic Circuits | 4
*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Associate in Arts Degree

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

Suggested major sequence for the Associate in Arts degree:

Course ID | Title | Units
---|---|---
CS 4A* | Introduction to Java for Computer Science | 3
CS 4B* | Advanced Topics in Java for Computer Science | 3
ET 114* | Digital Electronic Circuits | 4
*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Construction Inspection Certificate Program

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

Course ID | Title | Units
---|---|---
ARCH 161 | Blueprint Plans and Specification Reading | 4
ARCH 163 | Uniform Building Code Inspection | 4
ARCH 164* | Combination Residential Dwelling Inspection | 3
ARCH 165 | Electrical Code Inspection | 3
ARCH 211 | Concrete Inspection | 3
ARCH 212 | Plumbing Codes—Drains, Waste, Vents, Water, and Gas | 3
ARCH 213 | Mechanical Codes—Heating, Air Conditioning, Refrigeration, and Ductwork | 3
ARCH 214 | Code Enforcement and Disabled Access | 3
Total | 26

Certificates and Degrees
**Associate Degree**

**Associate in Science Degree**

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

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the **Associate in Arts** degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

**Cosmetology Certificate Program**

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.

<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>
<tr>
<td></td>
<td><strong>Total (1,600 hours)</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite, corequisite, limitation, 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.

**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, AND provide preparation for upper-division work in Ethnic Studies and/or attainment of a degree supportive of entry-level employment.

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

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

**Core Requirements**

(Both courses are required for a major)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCS 1</td>
<td>Multicultural America: The One and The Many</td>
<td>3</td>
</tr>
<tr>
<td>CCS 2</td>
<td>Multicultural America: Turning Points</td>
<td>3</td>
</tr>
</tbody>
</table>
Breadth Requirements
Social and Behavioral Sciences 6
Humanities /Arts Perspective 6
Restricted Electives 3
Total 21

Social and Behavioral Sciences
(Choose 6 units from the following courses)
Course ID Title Units
ANTH 4 Native American Indian Culture 3
ANTH 7 Indians of Southern California 3
ANTH 21 Women and Culture: Cross-Cultural Perspectives 3
CCS 10 Margins and Border Crossings 3
HIST 21 Women in United States History: A Multicultural Perspective 3
HIST 33 The Political/Social History of the Chicanas/os 3
HIST 81 African American History 3
SOC 4 Introduction to Chicana/o Studies in Contemporary Society 3
SOC 5* Introduction to African American Culture 3
SOC 6 Introduction to Asian Cultures in the United States 3
SOC 20 Ethnic Cultures of the United States 3
WS 21 Ethnic Women’s Issues in Contemporary American Society 3

Humanities/Arts Perspective
(Choose 3 units from the following courses)
Course ID Title Units
ENG 23A* American Ethnic Writing: African American Literature 3
ENG 23B* American Ethnic Writing: Chicano Literature 3
ENG 24* Ethnic Voices in Literature: The American Experience 3
MUS 27 History of Jazz 3
TA 110 Chicano/Latino Theatre 3

Restricted Electives
(Choose 3 units from the following courses)
Course ID Title Units
ART 22 Survey of Asian Art 3
ART 23 African and Oceanic Art 3
ART 24 Indigenous Arts of the Americas 3
ART 29 Introduction to World Art 3
CHI 21* Introduction to Chinese Culture 3
DANC 64 History of Dance 3
HIST 27 Latin America: Pre-European to Independent Nationhood 3
HIST 28 Latin America: Nationhood to Contemporary Latin America 3
HIST 31* Mexican Civilization 4
HIST 70 History of Asia to 1800 3
HIST 72 History of China 3
HIST 80 Introduction to Contemporary Africa 3
JA 21* Introduction to Japanese Culture 3
KOR 21* Introduction to Korean Culture 3
MUS 23 Introduction to World Music 3
PHIL 10* World Religions 3
PS 17 Latin American Politics and Government 3
PSYC 16* Psychology of Prejudice 3

*Course has a prerequisite, corequisite, limitation, or recommendation preparation; see course description.

Associate Degree
Associate in Arts Degree
Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

RECOMMENDED ELECTIVES: ANTH 105A, 105B*, 108*; FASH 144; PE 28; 29.

Culinary Arts
(Also See Foods)
The Culinary Arts courses are designed to train students for careers in catering, chef training, and restaurant operations, as well as for promotion of foods, equipment, and products. The program offers coursework 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.

Catering Certificate Program
The Catering program 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.

Course ID Title Units
BUS 160 Introduction to Small-Business Management 3
FN 50 Fundamentals of Nutrition 3
FN 110† Modern Food Preparation 3
FN 120 Contemporary Meals 3
FN 142† Classical Cuisine 2
FN 171 Sanitation and Safety 3
FN 252 Serving Safe Food 1
FN 172 Catering 2
FN 173 Catering and Banquets 2
CWE 168*†/169*† Cooperative Work Experience: Foods and Nutrition 2
Select four units of Specialty Courses from below: 4
Total 28

Specialty Courses:
FN 140 International Foods 2
FN 189 Special Topics: Foods and Nutrition 1
FN 220 Country French Foods 2
FN 221 French Cuisine 2
FN 222 Chinese Foods 2
FN 223 Asian Foods 2
FN 226 Mexican Foods 2
FN 227 Mediterranean Foods 2
FN 228 Italian Foods 2
FN 230 Vegetarian Foods 2
FN 232 Lite Cuisine Strategies 2
FN 236 American Regional Foods 2
FN 275 Food and Beverage Operations 3
FN 289 Special Topics: Foods and Nutrition 1

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

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.


The Culinary Arts certificate program prepares students for many contemporary employment opportunities within the restaurant and hospitality industries.

Culinary Arts Certificate Program

The Culinary Arts program prepares students for many contemporary employment opportunities within the restaurant and hospitality industries.

Course ID | Title | Units
--- | --- | ---
FN 50 | Fundamentals of Nutrition | 3
FN 110† | Modern Food Preparation | 3
FN 142† | Classical Cuisine | 2
FN 171 | Sanitation and Safety | 3
FN 220 | Serving Safe Food | 1
FN 221 | French Cuisine | 2
FN 222 | Chinese Foods | 2
FN 225 | Mexican Foods | 2
FN 227 | Mediterranean Foods | 2
FN 228 | Italian Foods | 2
FN 230 | Vegetarian Foods | 2
FN 232 | Gourmet Cuisine | 2
FN 234 | American Regional Foods | 2
FN 252 | Food and Beverage Operations | 3
FN 289 | Special Topics: Foods and Nutrition | 1

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
†FN 110 and 142 recommended prior to CWE 168/169.

Advanced Culinary Arts Certificate Program

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

Course ID | Title | Units
--- | --- | ---
FN 120 | Contemporary Meals | 3
FN 140 | International Foods | 2
FN 189 | Special Topics: Foods and Nutrition | 1
FN 220 | Country French Foods | 2
FN 221 | French Cuisine | 2
FN 222 | Chinese Foods | 2
FN 223 | Mediterranean Foods | 2
FN 224 | Italian Foods | 2
FN 225 | Mexican Foods | 1
FN 226 | Mediterranean Foods | 2
FN 227 | Italian Foods | 2
FN 228 | Vegetarian Foods | 2
FN 229 | Gourmet Cuisine | 2
FN 230 | American Regional Foods | 2
FN 231 | Special Topics: Foods and Nutrition | 1

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
†FN 110 and 142 recommended prior to CWE 168/169.

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.
Refer to the Graduation Requirements for the specific course list meeting general education requirements.

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

### Food Service Certificate Program

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 125</td>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>FN 50</td>
<td>Fundamentals of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>FN 110</td>
<td>Modern Food Preparation</td>
<td>3</td>
</tr>
<tr>
<td>FN 120</td>
<td>Contemporary Meals</td>
<td>3</td>
</tr>
<tr>
<td>FN 871</td>
<td>Sanitation and Safety</td>
<td>3</td>
</tr>
<tr>
<td>FN 252</td>
<td>Serving Safe Food</td>
<td>1</td>
</tr>
<tr>
<td>FN 240</td>
<td>Introduction to Culinary Arts</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total** 18-21

**Specialty Courses:**

- FN 220 Country French Foods 2
- FN 222 Chinese Foods 2
- FN 226 Mexican Foods 2
- FN 227 Mediterranean Foods 2
- FN 230 Vegetarian Foods 2
- FN 236 American Regional Foods 2

### Associate Degree

**Associate in Science Degree**

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

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.


### Dance Associate Degree Program

The Dance Associate Degree program is designed to provide the transfer dance 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 dance, completion of the suggested program will demonstrate commitment to the field and 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>DANC 9*</td>
<td>Choreography</td>
<td>3</td>
</tr>
<tr>
<td>DANC 52*</td>
<td>Ballet Dancing Level I</td>
<td>1-1.5</td>
</tr>
<tr>
<td>DANC 53*</td>
<td>Intermediate Ballet</td>
<td>1-1.5</td>
</tr>
<tr>
<td>DANC 55*</td>
<td>Modern Dance Level I</td>
<td>1-1.5</td>
</tr>
<tr>
<td>DANC 56*</td>
<td>Intermediate Modern Dance</td>
<td>1-1.5</td>
</tr>
<tr>
<td>DANC 58*</td>
<td>Jazz Dancing Level 1</td>
<td>1-1.5</td>
</tr>
<tr>
<td>DANC 59*</td>
<td>Intermediate Jazz Dancing</td>
<td>1-1.5</td>
</tr>
<tr>
<td>DANC 64</td>
<td>History of Dance</td>
<td>3</td>
</tr>
</tbody>
</table>

Select from Recommended Electives listed below: 6-9

**Total** 21

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

### Digital Post-Production Certificate Program

The Digital Post-Production Certificate provides students with career preparation or, for those already in the field, a skill upgrade in film and television editing. This includes specialty areas like graphics and animation. Using industry-standard software and state-of-the-art equipment, students will learn technical elements, as well as the aesthetics of editing. Through an internship and guided practical experience, students will also learn how to work as part of a production team that reflects the industry.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 131*</td>
<td>Digital Non-Linear Editing</td>
<td>3</td>
</tr>
<tr>
<td>CA 133*</td>
<td>Digital Cinema Production I</td>
<td>3</td>
</tr>
<tr>
<td>CA 222*</td>
<td>Advanced Non-Linear Editing</td>
<td>3</td>
</tr>
<tr>
<td>CA 233*</td>
<td>Radio/Television Internship</td>
<td>3</td>
</tr>
<tr>
<td>CA 235*</td>
<td>2D/3D Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>CA 236*</td>
<td>Advanced 2D/3D Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Digital Compositing &amp; Effects</td>
<td></td>
</tr>
<tr>
<td>CA 237*</td>
<td>DVD Creation</td>
<td>3</td>
</tr>
<tr>
<td>CIM 274*</td>
<td>Web Digital Imagery</td>
<td>1.5</td>
</tr>
<tr>
<td>CWE 168*</td>
<td>Cooperative Work Experience: Communication Arts</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total** 23.5

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
**Associate Degree**

**Associate in Science Degree**

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

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

---

**Drafting Technology Certificate Program**

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.

**Course ID**  **Title**  **Units**
---
DR 23*  Engineering Graphics and Descriptive Geometry  3
DR 100  Fundamentals of Mechanical Drafting  3
DR 101*  Mechanical Drafting  3
DR 102*  Mechanical Drafting and Design  3
DR 120*  Fundamentals of Technical Illustration  2
DR 150*  Introduction to Computer-Aided Drafting  3
DR 151*  Computer-Aided Drafting  3
DR 152*  Advanced Computer-Aided Drafting  3
ET 101  Survey of Electronics  3
---

**Total 26**

*Course has a prerequisite, corequisite, limitation, 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.

---

**Ecological Restoration Certificate Program**

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, state, or federal government; private consulting firms; or subcontractors hired by any of these agencies.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECOL 201</td>
<td>Ecological Restoration Techniques</td>
<td>4</td>
</tr>
<tr>
<td>ECOL 202</td>
<td>Advanced Ecological Restoration Techniques</td>
<td>4</td>
</tr>
<tr>
<td>ENV 1</td>
<td>Introduction to Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENV 18</td>
<td>Introduction to Ecology</td>
<td>4</td>
</tr>
<tr>
<td>ENV 24</td>
<td>Natural History of California</td>
<td>3</td>
</tr>
<tr>
<td>ENV 105*</td>
<td>Environmental Studies Internship</td>
<td>2</td>
</tr>
<tr>
<td>and</td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>CWE 168* /169*</td>
<td>Cooperative Work Experience: Ecological Restoration</td>
<td>1</td>
</tr>
<tr>
<td>ENV 123</td>
<td>Water and Soil Conservation</td>
<td>3</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 33**

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

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

---

**Economics Associate Degree Program**

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

Suggested major for the Associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 1*</td>
<td>Introduction to Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS 1A*</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2*</td>
<td>Principles (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>ECON 4*</td>
<td>Principles (Micro)</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>
<tr>
<td>Select one course from recommended electives below</td>
<td>3-4</td>
<td></td>
</tr>
</tbody>
</table>

**Total 19-21**

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


**Educational Assistant**

The purpose of the Educational Assistant certificates is to promote a system of training 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 three Educational Assistant certificates are Bilingual/Multicultural Assistant, Special Education Assistant, and Teacher Assistant—General. They provide an understanding of human development and socialization and philosophy of education, as well as giving students practical experience.

**Bilingual/Multicultural Assistant Certificate Program**

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

### Course Table

<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 105</td>
<td>Exploration in 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 and Numbers in Early Childhood Education</td>
<td>1</td>
</tr>
<tr>
<td>HD 151</td>
<td>Nutrition and Safety for Teachers of Young Children</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 7</td>
<td>Developmental Psychology—Childhood and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Socialization of the Child</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Associate Degree**

**Associate in Science Degree**

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

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

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 programs in the catalog of the intended transfer institution.

**Special Education Assistant Certificate Program**

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

### Course Table

<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 105</td>
<td>Exploration in 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 and Numbers in Early Childhood Education</td>
<td>1</td>
</tr>
<tr>
<td>HD 151</td>
<td>Nutrition and Safety for Teachers of Young Children</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 7</td>
<td>Developmental Psychology—Childhood and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SE 142</td>
<td>Introduction to Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Socialization of the Child</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Assistant—General Certificate Program**

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

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

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 programs in the catalog of the intended transfer institution.
Course ID  Title  Units
HD 150  Science and Numbers in Early Childhood Education  1
HD 151  Nutrition and Safety for Teachers of Young Children  1
PSYC 7  Developmental Psychology—Childhood and Adolescence  3
SOC 15  Socialization of the Child  3

Total  26

Associate Degree

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

Associate in Arts Degree
Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Associate Degree

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

Associate in Arts Degree
Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Associate Degree

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

Associate in Arts Degree
Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Electronic Technology

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

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

The three certificate programs available are: Analog and Digital Circuit Electronic Technology, Digital Electronic Technology, and General Electronic Technology.

Analog and Digital Circuit Electronic Technology Certificate Program

This program prepares the student for entry-level employment as an Electronic Technician in companies involved in the manufacture, testing, 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>ET 110*</td>
<td>Linear Integrated Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ET 114*</td>
<td>Digital Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ET 118*</td>
<td>Electronic Communication Systems</td>
<td>4</td>
</tr>
<tr>
<td>ET 133</td>
<td>D.C. and A.C. Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>ET 135*</td>
<td>Semiconductor Devices and Circuits</td>
<td>4</td>
</tr>
</tbody>
</table>

Total  20

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

Digital Electronic Technology Certificate Program

This program prepares the student for entry-level employment as an Electronic Technician in companies involved in the manufacture, testing, installation, and repair of digital computers and related equipment. This certificate covers an introduction to computer/microcomputer software and repair.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMT 220*</td>
<td>Computer Maintenance and Repair I</td>
<td>3</td>
</tr>
<tr>
<td>CMT 225*</td>
<td>Computer Maintenance and Repair II</td>
<td>3</td>
</tr>
<tr>
<td>ET 110*</td>
<td>Linear Integrated Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ET 114*</td>
<td>Digital Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ET 133</td>
<td>D.C. and A.C. Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>ET 135*</td>
<td>Semiconductor Devices and Circuits</td>
<td>4</td>
</tr>
</tbody>
</table>

Total  22

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

General Electronic Technology Certificate Program

This program 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 program 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 110*</td>
<td>Linear Integrated Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ET 114*</td>
<td>Digital Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ET 133</td>
<td>D.C. and A.C. Fundamentals</td>
<td>4</td>
</tr>
</tbody>
</table>
Certificates and Degrees

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 1A*</td>
<td>Introduction to Computer Science</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>MATH 3C*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 24*</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 26*</td>
<td>Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4B*</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4C*</td>
<td>General Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

Total 43

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

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

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>ENG 1A*</td>
<td>Principles of Composition I (meets AA Writing Proficiency requirement)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1B*</td>
<td>Principles of Composition II</td>
<td>3</td>
</tr>
</tbody>
</table>


Associate in Science Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Science degree. A minimum of 12 units must be completed at Saddleback College.

Suggested major requirements:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1A*</td>
<td>Principles of Composition I (meets AA Writing Proficiency requirement)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1B*</td>
<td>Principles of Composition II</td>
<td>3</td>
</tr>
</tbody>
</table>


Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Suggested major requirements:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1A*</td>
<td>Principles of Composition I (meets AA Writing Proficiency requirement)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1B*</td>
<td>Principles of Composition II</td>
<td>3</td>
</tr>
</tbody>
</table>


Emergency Medical Technician Occupational Skills Award

The Emergency Medical Technology curriculum is designed to prepare the student for licensure as an EMT-1. The course prepares the student to care for the sick and injured in the hospital, at the scene of an emergency, and/or during transport. Basic life support certification is included in the course.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMT 205</td>
<td>Emergency Medical Technician Procedures</td>
<td>6.5</td>
</tr>
</tbody>
</table>

Total 6.5
The Family and Consumer Sciences Certificate Program

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.

Course ID | Title | Units
--- | --- | ---
FASH 112* | Fashion Clothing Construction | 3
FCS 144 | Fashion Trends and Cultural Costumes | 3
FCS 140 | Fashion Image and Apparel Selection | 3
FCS 142 | Life Management | 3
or
FCS 142 A,B,C | Life Management | 1,1,1
FN 64 | Nutrition Issues | 3
FN 120 | Contemporary Meals | 3
FN 160 | Nutrition, Weight Management, and Eating Disorders | 3
FN 171 | Sanitation and Safety | 3
ID 122 | History of Interior Architecture and Furnishings I | 3
ID 125 | History of Interior Architecture and Furnishings II | 3

Special Topics Courses:  
FAS 180/289 | Special Topics | 5-3
FCS 180/289 | Special Topics | 5-3
FN 180/289 | Special Topics | 5-3
ID 180/289 | Special Topics | 5-3

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

Certificate Programs

Family and Consumer Sciences Certificate Program

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.

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ID 122 | History of Interior Architecture and Furnishings I | 3
ID 125 | History of Interior Architecture and Furnishings II | 3

Special Topics Courses:  
FAS 180/289 | Special Topics | 5-3
FCS 180/289 | Special Topics | 5-3
FN 180/289 | Special Topics | 5-3
ID 180/289 | Special Topics | 5-3

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

Certificate Programs

Family and Consumer Sciences Certificate Program

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.

Course ID | Title | Units
--- | --- | ---
FASH 112* | Fashion Clothing Construction | 3
FASH 144 | Fashion Trends and Cultural Costumes | 3
FCS 140 | Fashion Image and Apparel Selection | 3
FCS 142 | Life Management | 3
or
FCS 142 A,B,C | Life Management | 1,1,1
FN 64 | Nutrition Issues | 3
FN 120 | Contemporary Meals | 3
FN 160 | Nutrition, Weight Management, and Eating Disorders | 3
FN 171 | Sanitation and Safety | 3
ID 122 | History of Interior Architecture and Furnishings I | 3
ID 125 | History of Interior Architecture and Furnishings II | 3

Special Topics Courses:  
FAS 180/289 | Special Topics | 5-3
FCS 180/289 | Special Topics | 5-3
FN 180/289 | Special Topics | 5-3
ID 180/289 | Special Topics | 5-3

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

Certificate Programs

Family and Consumer Sciences Certificate Program

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.

Course ID | Title | Units
--- | --- | ---
FASH 112* | Fashion Clothing Construction | 3
FASH 144 | Fashion Trends and Cultural Costumes | 3
FCS 140 | Fashion Image and Apparel Selection | 3
FCS 142 | Life Management | 3
or
FCS 142 A,B,C | Life Management | 1,1,1
FN 64 | Nutrition Issues | 3
FN 120 | Contemporary Meals | 3
FN 160 | Nutrition, Weight Management, and Eating Disorders | 3
FN 171 | Sanitation and Safety | 3
ID 122 | History of Interior Architecture and Furnishings I | 3
ID 125 | History of Interior Architecture and Furnishings II | 3

Special Topics Courses:  
FAS 180/289 | Special Topics | 5-3
FCS 180/289 | Special Topics | 5-3
FN 180/289 | Special Topics | 5-3
ID 180/289 | Special Topics | 5-3

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
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: FCS 101; FASH 115, 120, 130, 140; FN 140, 142, 162, 171, 252.

Fashion Design

The Fashion Design program prepares students with the necessary skills to obtain positions in the design, apparel manufacturing, tailoring, pattern making, custom dressmaking, and related fields. Students may focus on one or more of the following certificate programs: Fashion Design, Advanced Fashion Design and Apparel Manufacturing, Dressmaker/Color/Image Consultant, Professional Sewing of Home Furnishings, and Sewing Fashion Apparel. Many of the clothing courses can be utilized as transfer courses for those pursuing a bachelor’s degree in Family and Consumer Science (Home Economics) with a Clothing and Textiles emphasis. Refer also to Transfer Patterns section of this catalog or of the intended college of transfer.

Fashion Design Certificate Program

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

Course ID Title Units
FASH 31 Textiles 3
FASH 101 Introduction to Fashion Industry and Careers 3
FASH 111* Fashion Sewing—Intermediate 3
FASH 112* Fashion Sewing—Advanced 3
FASH 124* Wearable Art 3
FASH 130* Flat Design Pattern 3
FASH 132* Draping Fashion Designs 3
FASH 140 Fashion Image 3
FASH 144 Fashion Trends and Cultural Costumes 3
FASH 145* Internship 1
FASH 160* CWE 168*/169*† Cooperative Work Experience: Fashion 2
FASH 154 Fashion Illustration 3
FASH 189/289 Special Topics: Fashion 3
FASH 254 Fashion in Southern California 1
FASH 256* Computer Applications in Fashion 2

Total 30.5-35

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College. Refer to the Graduation Requirements for the specific course list meeting general education requirements.

RECOMMENDED ELECTIVES: ACCT 114, 215; BUS 136, 138, 160; FCS 115; FASH 115, 120, 147, 201, 209, 221, 222, 230, 235, 236, 255; TA 42.

Advanced Fashion Design and Apparel Manufacturing Certificate Program

The Advanced Fashion Design and Apparel Manufacturing certificate 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 the Fashion Design Program and then completes this advanced program will not only be able to design clothing but will be able to participate in many of the manufacturing processes.

Course ID Title Units
FASH 31 Textiles 3
FASH 101 Introduction to Fashion Industry and Careers 3
FASH 111* Fashion Sewing—Intermediate 3
FASH 112* Fashion Sewing—Advanced 3
FASH 113* Couture Sewing 2
FASH 115* Sewing Knit Garments 3
FASH 130* Flat Pattern Design 3
FASH 132* Draping Fashion Designs 3
FASH 136* Apparel Design 3
FASH 140 Fashion Image 3
FASH 144 Fashion Trends and Cultural Costumes 3
FASH 145* Internship 1
FASH 160* CWE 168*/169*† Cooperative Work Experience: Fashion 2
FASH 150 Fashion Apparel and Professional Techniques 3
FASH 154 Fashion Illustration 3
FASH 189/289 Special Topics: Fashion 3
FASH 254 Fashion in Southern California 1
FASH 256* Advanced Pattern Design Techniques 2
FASH 258* Advanced Draping and Fashion Design 2
FASH 258* Dye Processes on Fabrics 3
FASH 124* Wearable Art 2
FASH 260* Computer Applications in Fashion 2

Total 46.5-53

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

Associate in Science Degree

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

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

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

†Recommended to be taken in last semester of program.

Course ID Title Units
FASH 31 Textiles 3
FASH 111* Fashion Sewing—Intermediate or 3
FASH 112* Fashion Sewing—Advanced
FASH 130* Flat Pattern Design 3
FASH 140 Fashion Image 3
FASH 144 Fashion Trends 3
FASH 145* Internship 1
FASH 160*† 2
FASH 160*† Fashion Fieldwork 2
FASH 189/289 Special Topics: Fashion .5-3
FASH 100 Basic Sewing 3
or or
FASH 215 Sewing for the Beginner 1
FASH 111* Fashion Sewing—Intermediate 3
FASH 154 Fashion Illustration 3
FASH 229* Sewing on Sergers 2
FASH 242* Sewing Home Furnishings 3
FASH 260* Computer Applications in Fashion 2
FASH 180/289 Special Topics: Fashion .5-3
or or
FASH 254 Fashion in Southern California 1
FASH 145* Internship 1
or or
FASH 160*† Fashion Fieldwork 2
CWE 168*/169*† Cooperative Work Experience: Fashion 1
ID 110 Fundamentals of Interior Design 3
Total 22.5-31

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

Associate in Science Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

RECOMMENDED ELECTIVES: ACCT 114, 215; ART 42; FASH 101, 113, 120, 132, 136, 143, 147, 154, 221, 222, 229, 234, 235, 236, 239, 254; CIM 1A, 214AB; GC 101.

Professional Sewing of Home Furnishings Certificate Program

Professional Sewing of Home Furnishings certificate prepares students for positions with interior specialty shops and self-employment creating, altering, and designing home furnishings.

Course ID Title Units
FASH 31 Textiles 3
FASH 100 Basic Sewing 3
or or
FASH 215 Sewing for the Beginner 1
FASH 111* Fashion Sewing—Intermediate 3
FASH 154 Fashion Illustration 3
FASH 229* Sewing on Sergers 2
FASH 242* Sewing Home Furnishings 3
FASH 260* Computer Applications in Fashion 2
FASH 180/289 Special Topics: Fashion .5-3
or or
FASH 254 Fashion in Southern California 1
FASH 145* Internship 1
or or
FASH 160*† Fashion Fieldwork 2
CWE 168*/169*† Cooperative Work Experience: Fashion 1
ID 110 Fundamentals of Interior Design 3
Select one Restricted Elective from those listed below. 1-3
Total 22.5-31

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

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

RECOMMENDED ELECTIVES: FASH 101, 124, 143, 154; ID 121; BUS 160, 206.

Sewing Fashion Apparel Certificate Program

The Sewing Fashion Apparel certificate 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.
Color and Wardrobe Consulting Certificate Program

This program is designed to prepare the student as consultant to individuals or groups concerned with 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 performance.

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

Course ID  Title  Units
FASH 31  Textiles  3
FASH 100  Introduction to Fashion Industry and Careers  3
FASH 143  Fashion Buying and Merchandising  3
FASH 140  Fashion Image  3
FASH 144  Fashion Trends  3
FASH 145*  Internship  1
FASH 145*†  Computer Applications in Fashion  2
FASH 169**  Cooperate Work Experience: Fashion  1
FASH 189/289  Special Topics: Fashion  .5-3
FASH 254  Fashion in Southern California  1

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

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.


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.

Fashion Merchandising Certificate Program

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

Course ID Title Units
FASH 31 Textiles 3
FASH 101 Introduction to Fashion Industry and Careers 3
or
FASH 140 Fashion Image 3
or
FASH 143 Fashion Buying and Merchandising 3
or
BUS 136 Principles of Retailing 3
FASH 144 Fashion Trends 3
FASH 147 The Fashion Show 3
FASH 148 Fashion Display 1
FASH 154 Fashion Illustration 3
FASH 260*† Computer Applications in Fashion 2
CWE 168*‡/169*‡ Cooperative Work Experience: Fashion 1
Select one course from each of the three groups below:

GrGrGrGrGrGr GrGrGrGrGrGr GrGrGrGrGrGr GrGrGrGrGrGr
Group 1
FASH 100 Basic Sewing 3
FASH 110* Contemporary Clothing Construction 3
Group 2
FASH 189/289 Special Topics: Fashion .5-3
FASH 254 Fashion in Southern California 1
Group 3
FASH 145*† Internship 1
FASH 160*‡ Fashion Field Work 2

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
†Recommended to be taken with Cooperative Work Experience in last semester of program.
‡Recommended to be taken in last semester of program.

Total 29.5-33

Associates Degree

**Associate in Science Degree**

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

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the **Associate in Arts Degree**. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

RECOMMENDED ELECTIVES: ART 20, 40, 41, 42, 50, 80; BUS 138; FASH 110, 154, 160, 254; GC 101, GD 141, 144; ID 110, 112, 121, 127, TA 44.

**Fine Arts**

**Associate Degree Program**

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

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting 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.

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

Foods Certificate Program

(ALSO SEE CULINARY ARTS)

The Foods program is designed to train students for career applications in the food and hospitality industries such as with food companies, food-related businesses and industries, and restaurants. The program offers coursework 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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN 50</td>
<td>Fundamentals of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>FN 110†</td>
<td>Modern Food Preparation</td>
<td>3</td>
</tr>
<tr>
<td>FN 120</td>
<td>Contemporary Meals</td>
<td>3</td>
</tr>
<tr>
<td>FN 140</td>
<td>International Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 142†</td>
<td>Classical Cuisine</td>
<td>2</td>
</tr>
<tr>
<td>FN 171</td>
<td>Sanitation and Safety</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>FN 252</td>
<td>Serving Safe Food</td>
<td>1</td>
</tr>
<tr>
<td>FN 189</td>
<td>Special Topics: Foods and Nutrition</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>FN 289</td>
<td>Special Topics: Foods and Nutrition</td>
<td>2</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>2-6</td>
</tr>
</tbody>
</table>

Total: 25-28

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>FN 220</td>
<td>Country French Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 221</td>
<td>French Cuisine</td>
<td>2</td>
</tr>
<tr>
<td>FN 222</td>
<td>Chinese Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 223</td>
<td>Asian Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 226</td>
<td>Mexican Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 227</td>
<td>Mediterranean Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 228</td>
<td>Italian Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 230</td>
<td>Vegetarian Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 236</td>
<td>American Regional Foods</td>
<td>2</td>
</tr>
<tr>
<td>FN 244</td>
<td>Baking Basics</td>
<td>2</td>
</tr>
<tr>
<td>FN 245*</td>
<td>Specialty and Savory Baking</td>
<td>2</td>
</tr>
<tr>
<td>FN 275</td>
<td>Food and Beverage Operations</td>
<td>3</td>
</tr>
</tbody>
</table>

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
†FN 110 and 142 recommended prior to CWE 168/169.

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

RECOMMENDED ELECTIVES: HIST 4, 5; PHIL 1.

Foreign Language Associate Degree Program

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

Suggested major requirements for the Associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Foreign Language 1*-2*</td>
<td>5-5</td>
<td></td>
</tr>
<tr>
<td>Major Foreign Language 3*-4*</td>
<td>5-5</td>
<td></td>
</tr>
<tr>
<td>Major Foreign Language 10*</td>
<td>3-3</td>
<td></td>
</tr>
</tbody>
</table>

*Course has a prerequisite, corequisite, limitation, 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.

Associate Degree

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting 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: HIST 4, 5; PHIL 1.
Foreign Language General Associate Degree Program

A student in the Foreign Language General Associate Degree program takes a total of at least 13 units in one language and 10 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, Persian, or Spanish.

Associate Degree

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 60 units in addition to those used to meet the general education requirements for graduation. Courses selected for the major, then, may not also apply to general education graduation requirements. Assistance with program planning is available in the Counseling Services office.

Option I: Interdisciplinary Studies

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

Option II: Transfer General Education Certification

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

General Studies Associate Degree Program

Option I: Interdisciplinary Studies

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

Option II: 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 Certificate Program

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 a map (spatial) form. Many business organizations and governmental entities are requesting that their employees be trained in this field.

GIS 110* Introduction to Geographic Information Systems (GIS) 2
GIS 211* Intermediate Geographic Information Systems (GIS) 2
GIS 212* Advanced Geographic Information Systems 2
GEOG 1 Physical Geography 3
GEOG 1L* Physical Geography Lab (Taken within one year of GEOG 1) 1
Select one Specialty Course from below 3-4

Total 19-20

Specialty Courses:

ANTH 2 Cultural Anthropology 3
ANTH 9 Introduction to Archaeology 3
BIO 38 Introduction to Ecology 3
BUS 135 Introduction to Marketing 3
ENV 23 Environmental Geology 4
GEOG 2 Cultural Geography 3
GEOG 3 World Regional Geography 3
GEOG 38 California Geography 3
GEOL 1 Introduction to Physical Geology 4
GEOL 3 Geology of California 3

*Course has a prerequisite, corequisite, limitation, or recommend preparation; see course description.

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

Total 22

Associate Degree

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting 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: HIST 4, 5, 32; PS 11, 14.
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.

Suggested major sequence for the Associate in Science degree:

Course ID  Title  Units  
---  ---  ---  
**First Year—Fall Semester**  
CHEM 2A*  General Chemistry  5  
GEOL 1  Introduction to Physical Geology or 4  
GEOL 20  Introduction to Earth Science  
MATH 2*  Pre-Calculus (required of students unprepared for MATH 3A) (4)  
**Spring Semester**  
CHEM 1B*  General Chemistry  5  
GEOL 2  Historical Geology or 4  
MATH 3A*  Analytic Geometry and Calculus  
**Second Year—Fall Semester**  
BIO 3A*  General Biology I  5  
MATH 3B*  Analytic Geometry and Calculus (depends on school of choice)  4  
PHYS 2A*  Introduction to Physics (depends on school of choice) or 4  
PHYS 4A*  General Physics  
**Spring Semester**  
GEOL 6  Principles of Mineralogy or 4  
PHYS 2B*  Introduction to Physics or 4  
PHYS 4B*  General Physics  
Total  43-47  

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

Associate Degree

**Associate in Science Degree**

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

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

**Recommended Electives:** GEOL 3, 5, 23; DR 100 (if mechanical drafting not taken in high school).

Gerontology Certificate Program

The Gerontology certificate 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.

Course ID  Title  Units  
---  ---  ---  
GERO 101  Fundamentals of Aging  1.5  
GERO 110  Psychology of Aging  1.5  
GERO 115  Sociology of Aging  1.5  
GERO 120  Physiology of Aging  1.5  
HS 100  Human Services in a Changing Society  3  
HS 110  Field Instruction and Seminar I  3  
HS 120  Human Development in the Social Environment  3  
HS 140  Applied Group Leadership and Group Process or 3  
HSC 222  Basic Life Support/CPR for Health Care Providers .75  
Select one of the Specialty Areas below. 6-6.5  
**Total**  24.75-25.25  

**Specialty Areas**

**Activity Leadership**

GERO 145  Activity Leadership  3  
HS 150  Field Instruction and Seminar II  3  

**Caregiver Training**

GERO 201  Caregiver Training I  3  
GERO 202  Caregiver Training II  2  
GERO 203*  Caregiver Clinical  1.5  
*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Completion of the Caregiver Training specialty 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**

**Associate in Science Degree**

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

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

**Graphics**

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

**Computer Graphics Certificate Program**

This program is designed to prepare students for employment in computer graphics fields. Training is provided in both theory and practical skills. This program relies on the student's basic understanding of Graphic Design and/or Graphic Communications principles as they relate to industry standards. Students are encouraged to adhere to electives noted for a rounded educational experience. Some of the careers that are found within the computer graphics field are: Computer Graphics Artist, Desktop Publisher, Prepress Technician, Computer Animator, and Multimedia Producer.

### Associate Degree

**Associate in Science Degree**

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

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

**RECOMMENDED ELECTIVES:** GC 101, 180; GD 140, 141, 144, 145, 163.

**Graphic Communications Certificate Program**

This program 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.

### 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.

### Illustration/Animation Certificate Program

This program prepares students for careers in animation and 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**
--- | --- | ---
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, corequisite, limitation, or recommended preparation; see course description.

**Course ID** | **Title** | **Units**
--- | --- | ---
GD 140 | Graphic Design—A | 3
GD 141 | Graphic Rendering Techniques | 3
GD 142 | Package Design | 3
GD 144 | Handlettering and Typography | 3
GD 145 | Graphic Illustration | 3
GD 147 | Computer Graphics | 3
GD 163 | Commercial Art Production | 3
GD 240* | Graphic Design—B | 3
**Total** |  | **24**

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
Home Economics

(SEE FAMILY AND CONSUMER SCIENCES)

Horticulture Certificate Program

The Horticulture program is soundly based on horticultural technology and prepares students for careers related to production and care of plants, trees, and shrubs commonly used in landscape design, retail and wholesale nurseries, and park departments. The certificate offered within the Horticulture program is outlined below.

Course ID | Title | Units
--- | --- | ---
HORT 20 | Introduction to Horticultural Sciences | 4
HORT 112 | Plant Propagation | 3
HORT 113 | Soils and Fertilizers | 3
HORT 116 | Irrigation Systems | 3

Select one course from Group I, and two courses from Group II.

Total | 9-10

Group I:

HORT 107 | Introduction to Landscape Design | 3
HORT 120 | Pest Management | 4

Group II:

HORT 10 | Plant Materials—Annuals/Groundcovers | 3
HORT 11 | Plant Materials—Trees and Shrub | 3
HORT 29 | Ornamental Native Plants | 3

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

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 and 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
--- | --- | ---
HIST 4 | World History to 1750 | 3
HIST 5 | World History from 1750 | 3
HIST 16 | History of U.S. To 1876 | 3
HIST 17 | History of U.S. Since 1876 | 3

Select three courses from the Recommended Electives list below

Total | 9

**Recommended Electives:** ART 40, 80, 85, GC 153, 196.
Plant Identification
Occupational Skills Award

Plant Identification encourages students to master skills required to identify all of the important annuals, groundcovers, vines, trees, shrubs, and native plants used in Southern California landscapes. Also, the award holders will be able to make recommendations for the incorporation of these species into the landscape based on flower color, time of flowering, height, spread, fruit production, and known problems.

Course ID  Title  Units
HORT 10  Plant Materials—Annuals/Groundcovers  3
HORT 11  Plant Materials—Trees and Shrubs  3
HORT 29  Ornamental Native Plants  3
Total  9

Human Development
Associate Degree Program

The Associate degree curriculum in Human Development is designed to provide the child/human development transfer major the opportunity to achieve an Associate degree in the student’s area of specialization. While a baccalaureate degree is recommended preparation for those considering a child development or human development major, the completion of the suggested program will demonstrate commitment to the field, provide comprehensive preparation for upper-division work, and/or attainment of a degree supportive of attempts to gain entry-level employment in a degree-oriented society.

Suggested major requirements for the Associate degree:

Course ID  Title  Units
ANTH 2  Cultural Anthropology  3
BIO 20  Introduction to Biology  4
MATH 10*  Introduction to Statistics  3
PSYC 1  Introduction to Psychology  3
PSYC 7  Developmental Psychology—Childhood and Adolescence  3
SOC 1  Introduction to Sociology  3
SOC 15  Socialization of the Child  3
Total  22

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

Associate Degree
Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting 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.


Human Services

Human Services department offers the following programs of study for people who want to work with people. The curricula are courses 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.

The Human Services department offers the seven programs listed below as well as a Gerontology certificate program.

Alcohol and Drug Studies Certificate Program

The Alcohol and Drug Studies program 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 experiential learning in the field work settings.

Course ID  Title  Units
HS 100  Human Services in a Changing Society  3
HS 110  Field Instruction and Seminar I  3
HS 120  Human Development in the Social Environment  3
HS 130  Special Population Issues  3
HS 150  Field Instruction and Seminar II  3
HS 170  Alcohol and Other Drugs in our Society  3
HS 171  Alcoholism: Intervention, Treatment, and Recovery  3
HS 172  Physiological Effects of Alcohol and Drugs  3
HS 175  Substance Abuse Education, Prevention, and Intervention  3
HS 210  Client Record Documentation  1
HS 285  Ethical Issues/Clients' Rights  3
Select six units from the Specialty Courses below. 6
Total  37

Specialty Courses:

HS 140  Group Leadership and Group Process  3
HS 173  Family Counseling: Approaches to Alcohol Problems/Drug Abuse  3
HS 174  Intervention and Referral Techniques  3
HS 182  Substance Abuse: Adolescent Treatment and Recovery  3
HS 186  Self Esteem Strategies in Human Services  3

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

Associate Degree
Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.
Corrections and Criminal Justice Certificate Program

The program in Corrections and Criminal Justice provides the student with an introduction to the Human Services behavioral core and skills and a specialized area of study in criminal justice. Students completing the program may find employment in probation, juvenile counseling settings, California Youth Authority, and half-way houses.

<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></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>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>Alcohol and Other Drugs in our Society</td>
<td>3</td>
</tr>
<tr>
<td>HS 174</td>
<td>Intervention and Referral Techniques</td>
<td></td>
</tr>
<tr>
<td>or HS 187</td>
<td>Juvenile Violence, Gangs, and Victimization</td>
<td>3</td>
</tr>
<tr>
<td>HS 285</td>
<td>Ethical Issues/Clients’ Rights</td>
<td></td>
</tr>
</tbody>
</table>

Total 30

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

Associate Degree

Associate in Science Degree

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

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<tr>
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<td>HS 120</td>
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<td>3</td>
</tr>
<tr>
<td>HS 140</td>
<td>Applied Group Leadership and Group Process</td>
<td>3</td>
</tr>
<tr>
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</tr>
<tr>
<td>HS 175</td>
<td>Substance Abuse Education, Prevention, and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>HS 182</td>
<td>Adolescent Substance Abuse: Treatment and Recovery</td>
<td>3</td>
</tr>
<tr>
<td>HS 191</td>
<td>Violence in the Family</td>
<td>3</td>
</tr>
<tr>
<td>HS 266</td>
<td>Dysfunctional Families and ACA Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 34

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

Eating Disorders Certificate Program

The Eating Disorders program 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 program 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>FN 50</td>
<td>Fundamentals of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>or FN 160</td>
<td>Nutrition, Weight Management, and Eating Disorders</td>
<td></td>
</tr>
<tr>
<td>HS 100</td>
<td>Human Services in a Changing Society</td>
<td>3</td>
</tr>
<tr>
<td>HS 110</td>
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<td>3</td>
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<tr>
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<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</td>
<td>3</td>
</tr>
<tr>
<td>HS 185</td>
<td>Background and Treatment of Eating Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 30

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

Family Services Certificate Program

This program 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 21st century. This program 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.

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<tr>
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<td>HS 174</td>
<td>Intervention and Referral Techniques</td>
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<td>HS 175</td>
<td>Substance Abuse Education, Prevention, and Intervention</td>
<td>3</td>
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<td>Adolescent Substance Abuse: Treatment and Recovery</td>
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<td>HS 191</td>
<td>Violence in the Family</td>
<td>3</td>
</tr>
<tr>
<td>HS 266</td>
<td>Dysfunctional Families and ACA Issues</td>
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</tr>
</tbody>
</table>

Total 30

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

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.
Health and Human Services
Marketing and Management Certificate Program

This program 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 ID | Title                           | Units
---        |---------------------------------|-----
HS 100    | Human Services in a Changing    | 3   
          | Society                         |     
HS 140    | Applied Group Leadership and    | 3   
          | Group Process                   |     
HS 150    | Field Instruction and Seminar I | 3   
HS 186    | Self-Esteem Strategies in       | 3   
          | Human Services                  |     
HS 190    | Introduction to the Health Care | 3   
          | Marketplace                     |     
HS 255    | Marketing Health Care           | 3   

Total 18

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

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

Human Services Generalist Certificate Program

The Human Services Generalist program 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 ID | Title                           | Units
---        |---------------------------------|-----
HS 100    | Human Services in a Changing    | 3   
          | Society                         |     
HS 110    | Field Instruction and Seminar I | 3   
HS 120    | Human Development in the Social | 3   
          | Environment                     |     
HS 130    | Special Population Issues       | 3   
HS 140    | Group Leadership and Group      | 3   
          | Process                         |     
HS 150    | Field Instruction and Seminar II| 3   
HS 175    | Substance Abuse Education,      | 3   
          | Prevention, and Intervention    |     
HS 173    | Family Counseling: Approaches   | 3   
          | to Alcohol Problems/Drug Abuse  |     
          | or                              |     
          | HS 266                          | 3   
          | Dysfunctional Families and ACA   |     
          | Issues                          |     
          | Select one course from the      |     
          | Recommended Electives below.    |     

Total 27

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

Mentor and Prevention
Assistance Specialist Certificate Program

This certificate program is designed to provide the knowledge and skills for persons who desire to work as mentor coordinators, mentor volunteers, or prevention specialists. Those who complete this program may work or volunteer in K-12 schools, alternative schools, court mentor mediators, probation or other correctional facilities, and for cities or other community agencies.

Course ID | Title                           | Units
---        |---------------------------------|-----
APSY 150  | Helping Relationships           | 3   
HS 100    | Human Services in a Changing    | 3   
          | Society                         |     
HS 110    | Field Instruction and Seminar I| 3   
HS 120    | Human Development in the Social | 3   
          | Environment                     |     
HS 140    | Group Leadership and Group      | 3   
          | Process                         |     
HS 150    | Field Instruction and Seminar II| 3   
HS 161    | Conflict Resolution and Mediation| 1.5 |
          | Training                        |     
HS 174    | Intervention and Referral       | 3   
          | Techniques                      |     
HS 175    | Substance Abuse Education,      | 3.5 |
          | Prevention, and Intervention    |     
          | or                              |     
          | HS 130                          | 3   
          | Special Population Issues       |     
          | or                              |     
          | HS 182                          | 3   
          | Substance Abuse: Adolescent     |     
          | Treatment and Recovery          |     
          | or                              |     
          | HS 190                          | 3   
          | Introduction to the Health Care |     
          | Marketplace                     |     

Total 28.5

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

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.
Victim Services/Domestic Violence Certificate Program

This program 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.

Course ID     Title                                  Units
HS 100       Human Services in a Changing Society   3
HS 110       Field Instruction and Seminar I       3
HS 119       Introduction to the Criminal Justice System 3
HS 120       Human Development in the Social Environment 3
HS 130       Special Population Issues            3
HS 128       Community-Based Corrections           3
HS 150       Field Instruction and Seminar II      3
HS 160       Introduction to Victimology           3
HS 170       Alcohol and Other Drugs in our Society 3
HS 191       Violence in the Family                3
HS 285       Ethical Issues/Clients’ Rights        3
Select one Skill Course from below                        3
Total                                                   33

Skill Courses:
HS 173       Family Counseling: Approaches to Alcohol Problems/Drug Abuse 3
HS 174       Intervention and Referral Techniques 3
HS 266       Dysfunctional Families/ACA Issues 3

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

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

Humanities and Languages

Associate Degree Programs

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

Associate degree programs in Humanities and Languages are offered in the following disciplines: English Literature, Foreign Language, and Philosophy.

Humanities General

Associate Degree Program

Select a minimum of 20 units of courses intended for majors in Humanities programs dependent upon career goals and transfer requirements, including HUM 1, 3, 10A, 10B, 21, 22 or 25; PHIL 1; HIST 4 or 5; and a foreign language level 3 or 4.

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.

Interior Design

Saddleback College offers an interdisciplinary Interior Design curriculum partnership in conjunction with four other Southern California community colleges: Fullerton College, Long Beach City College, Mt. San Antonio College, and Orange Coast 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 Certificate Program

The Interiors Merchandising level provides the student with a short-term certificate program leading to employment in merchandising or sales.

Course ID     Title                                  Units
BUS 137      Professional Selling Fundamentals       3
ID 110       Fundamentals of Interior Design         3
ID 111*      Interior Design Studio I                2
ID 112       Beginning Drafting for Interiors        3
ID 113       Interior Design Careers                2
ID 114       Applied Color and Design Theory         4
for Interior Design
ID 115*      Computer-Aided Design/Drafting          3
for Interior Design
ID 116       Interior Materials and Products         4
Total                                                   24

Level II - Interior Design Assistant Certificate Program

The Interior Design level meets the standards that can lead to employment as a design assistant.

Course ID     Title                                  Units
Level I Courses                                      24
ARCH 124A    Architectural Drawing I                 4
ID 121*      Space Planning                          3
ID 122       History of Interior Architecture and Furnishings I 3
ID 123*      Interior Design Illustration            2
ID 125       History of Interior Architecture and Furnishings II 3
ID 126*      Interior Design Studio II               2
ID 127*      Fundamentals of Lighting                3
ID 128*      Business and Professional Practice for Interior Design 3
ID 129*      Interior Design Internship              1
CWE 168*/169* Cooperative Work Experience: Interior Design 1
Total                                                   49
Level III - Interior Design Professional Certificate Program

The Interior Design Professional Certificate level meets the educational standards leading to employment and certification as a professional interior designer.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 160</td>
<td>Introduction to Small Business Management</td>
<td>4</td>
</tr>
<tr>
<td>ID 133*</td>
<td>Rendering and Rapid Visualization for Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 210*</td>
<td>Interior Design Studio III</td>
<td>2</td>
</tr>
<tr>
<td>ID 211</td>
<td>Codes and Specifications for Interior Design</td>
<td>2</td>
</tr>
<tr>
<td>ID 212*</td>
<td>Advanced Computer-Aided Design/Drafting for Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>ID 213*</td>
<td>Interior Design Studio IV</td>
<td>2</td>
</tr>
</tbody>
</table>

Total 63

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

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

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.

Journalism General Certificate Program

This program 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 103*</td>
<td>Newspaper Publication</td>
<td>4</td>
</tr>
<tr>
<td>JRN 125*†</td>
<td>Magazine Journalism</td>
<td>3</td>
</tr>
</tbody>
</table>

Select six units from the Restricted Electives below

Total 26

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

†Must be taken twice.

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.
Landscape Design Certificate Program

This program is designed to train for careers in landscape design and maintenance with municipal and county parks departments, industrial and commercial firms, and residential construction companies.

Course ID | Title                          | Units
---------|--------------------------------|------
HORT 7   | Landscape Design               | 3    
HORT 10  | Plant Materials—Annuals/Ground covers | 3    
HORT 11  | Plant Materials—Trees and Shrubs | 3    
HORT 106*| Landscape CADD                 | 3    
HORT 109 | Introduction to Planting Design | 3    
HORT 116 | Irrigation Systems             | 3    
HORT 130 | Hardscape and Construction Materials | 3    

Total 21

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

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

RECOMMENDED ELECTIVES: ACCT 215; BUS 1, 120, 137; HORT 29, 113; SPAN 1.

General Landscape Design Occupational Skills Award

A comprehensive overview of the drawing, design, and construction materials used by the landscape designer. The skills acquired will enhance the ability to provide landscaping assistance to customers of retail and wholesale nurseries.

Course ID | Title                          | Units
---------|--------------------------------|------
HORT 7   | Introduction Landscape Design  | 3    
HORT 109 | Planning Design                | 3    
HORT 130 | Hardscape and Construction Materials | 3    

Total 9

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 firsthand.

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.

Marine Science Technician Certificate Program

Course ID | Title                          | Units
---------|--------------------------------|------
ENV 19*  | Marine Biology                 | 4    
MS 20    | Introduction to Oceanography   | 4    
MST 100  | Marine Aquarium Systems        | 2    
and     |                                 |      
MST 101* | Marine Aquarium Management     | 1    
MST 205  | Water Quality and Toxicity     | 3    
MST 212  | Sailing, Seamanship, and Boating Safety | 3    
MST 289  | Special Topics: Marine Science Technology | 1    

Total 18

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

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

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

Seamanship Certificate Program

Course ID | Title                          | Units
---------|--------------------------------|------
MST 201  | Marlinspike Seamanship          | 2    
MST 202  | Marine Weather                  | 2    
MST 210  | Coastal Navigation              | 3    
MST 211  | Celestial Navigation            | 3    
MST 212  | Sailing, Seamanship, and Boating Safety | 3    
MST 214  | Advanced Ocean Sailing and Cruising | 3    
MST 215  | Vessel Command/Organization     | 3    
MST 216  | USCG Master License and Examination Preparation | 3    

Total 22
Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

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 and 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:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 1B*</td>
<td>Introduction to Programming or</td>
<td>3</td>
</tr>
<tr>
<td>CS 4A*</td>
<td>Introduction to Java for Computer Science</td>
<td></td>
</tr>
<tr>
<td>MATH 3A*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3B*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MA 260</td>
<td>Introduction to Linear Algebra</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>MATH 3C*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 24*</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 26*</td>
<td>Introduction to Linear Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 21

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

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) and clinical (back office), 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.

Successful completion of courses will require that a grade of “C” or better be achieved. When a student fails to achieve a “C” or better in any course, the student will be given the opportunity to repeat the failed course once on a space available basis. If a student receives a second grade of less than a “C” in any Medical Assistant course, that student will be dropped from the Medical Assistant Program and will not be eligible for re-entry into the Saddleback College Medical Assistant program. A student may not enter Clinical Experience (MA 217) until all courses are completed with a grade of “C” or better.

Administrative Medical Assistant Certificate Program

This program prepares the student for employment as an administrative (front office) medical assistant in a physician’s office or clinic. The program is designed to prepare the student to schedule appointments, perform medical reception duties, handle financial matters (including medical collection), manage the medical records, and do insurance billing. The externship in the front office of a physician’s office will help provide the student with the administrative experience necessary to enter the workforce. Students are required to carry malpractice insurance while in MA 217A.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 222</td>
<td>Cardiopulmonary Resuscitation</td>
<td>.75</td>
</tr>
<tr>
<td>MA 200</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>MA 210</td>
<td>Introduction to Medical or Laboratory Assisting</td>
<td>2</td>
</tr>
<tr>
<td>MA 211A</td>
<td>Medical Reception Techniques</td>
<td>2.5</td>
</tr>
<tr>
<td>MA 212A</td>
<td>Medical Office Financial Procedures</td>
<td>2.5</td>
</tr>
<tr>
<td>MA 213A</td>
<td>Medical Records Management</td>
<td>2.5</td>
</tr>
<tr>
<td>MA 214A</td>
<td>Basics in Medical Insurance</td>
<td>2.5</td>
</tr>
<tr>
<td>MA 215A</td>
<td>CPT-4 and ICD-9-CM Medical Insurance Coding</td>
<td>3</td>
</tr>
<tr>
<td>MA 217A*</td>
<td>Medical Assisting Clinical Experience Administrative</td>
<td>3</td>
</tr>
<tr>
<td>MA 260</td>
<td>Computer Applications for Health- Care Personnel</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Total** 23.25

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

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

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

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the **Associate in Arts** degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.


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**Clinical Medical Assistant Certificate Program**

This program 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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 222</td>
<td>Cardiopulmonary Resuscitation</td>
<td>.75</td>
</tr>
<tr>
<td>MA 200</td>
<td>Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>MA 210</td>
<td>Introduction to Medical or Laboratory Assisting</td>
<td>2</td>
</tr>
<tr>
<td>MA 211B</td>
<td>Physical Examination Procedures</td>
<td>3</td>
</tr>
<tr>
<td>MA 212B</td>
<td>Medical Office Laboratory Procedures</td>
<td>3</td>
</tr>
<tr>
<td>MA 213B</td>
<td>Medical Asepsis and Surgical Procedures</td>
<td>3</td>
</tr>
<tr>
<td>MA 214B</td>
<td>Medication Administration for Medical Assistants</td>
<td>3</td>
</tr>
<tr>
<td>MA 217B*</td>
<td>Medical Assisting Clinical Experience—Clinical</td>
<td>3</td>
</tr>
<tr>
<td>MA 218B</td>
<td>Electrocardiography for the Medical Assistant</td>
<td>2</td>
</tr>
<tr>
<td>MA 260</td>
<td>Computer Applications for Health-Care Personnel</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Total** 24.25

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

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**Associate in Science Degree**

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

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the **Associate in Arts** degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.


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**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:
<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year—Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 10*</td>
<td>Harmony I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 50*, 51* or 52*</td>
<td>Applied Music: Instrumental, Keyboard, or Voice</td>
<td>2</td>
</tr>
<tr>
<td>MUS 54</td>
<td>Beginning Piano</td>
<td>(1)</td>
</tr>
<tr>
<td>(or proficiency exam)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 59</td>
<td>Concert Music</td>
<td>.5</td>
</tr>
<tr>
<td>MUS 92*</td>
<td>Musicanship I</td>
<td>2</td>
</tr>
<tr>
<td><strong>Major Performance</strong></td>
<td>Group</td>
<td></td>
</tr>
<tr>
<td>Select one course from: MUS 30s, 40*, 41*, 42*, 43*, 44, 46*, 47*, 49*, 62*, 63, 64*, 65*, 75*</td>
<td>1:2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>8.5-10.5</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 11*</td>
<td>Harmony II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 50*, 51* or 52*</td>
<td>Applied Music: Instrumental, Keyboard, or Voice</td>
<td>2</td>
</tr>
<tr>
<td>MUS 54</td>
<td>Beginning Piano</td>
<td>(1)</td>
</tr>
<tr>
<td>(or proficiency exam)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 55*</td>
<td>Intermediate Piano</td>
<td>(1)</td>
</tr>
<tr>
<td>MUS 59</td>
<td>Concert Music</td>
<td>.5</td>
</tr>
<tr>
<td>MUS 93*</td>
<td>Musicanship I</td>
<td>2</td>
</tr>
<tr>
<td><strong>Major Performance</strong></td>
<td>Group</td>
<td></td>
</tr>
<tr>
<td>Select one course from: MUS 30s, 40*, 41*, 42*, 43*, 44, 46*, 47*, 49*, 62*, 63, 64*, 65*, 75*</td>
<td>1:2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>8.5-11.5</td>
</tr>
<tr>
<td>Second Year—Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 12*</td>
<td>Harmony III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 25</td>
<td>Music History: To Mozart (meets AA Fine Arts requirement)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 50*, 51* or 52*</td>
<td>Applied Music: Instrumental, Keyboard, or Voice</td>
<td>2</td>
</tr>
<tr>
<td>MUS 55*</td>
<td>Intermediate Piano</td>
<td>(1)</td>
</tr>
<tr>
<td>(or proficiency exam)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 56*</td>
<td>Advanced Piano</td>
<td>(2)</td>
</tr>
<tr>
<td>MUS 59</td>
<td>Concert Music</td>
<td>.5</td>
</tr>
<tr>
<td><strong>Major Performance</strong></td>
<td>Group</td>
<td></td>
</tr>
<tr>
<td>Select one course from: MUS 30s, 40*, 41*, 42*, 43*, 44, 46*, 47*, 49*, 62*, 63, 64*, 65*, 75*</td>
<td>1:2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>9.5-13.5</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 13*</td>
<td>Harmony IV</td>
<td>3</td>
</tr>
<tr>
<td>MUS 26</td>
<td>Music History: Since Mozart (meets AA Fine Arts requirement)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 50*, 51* or 52*</td>
<td>Applied Music: Instrumental, Keyboard, or Voice</td>
<td>2</td>
</tr>
<tr>
<td>MUS 55*</td>
<td>Intermediate Piano</td>
<td>(1)</td>
</tr>
<tr>
<td>(or proficiency exam)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 56*</td>
<td>Advanced Piano</td>
<td>(2)</td>
</tr>
<tr>
<td>MUS 59</td>
<td>Concert Music</td>
<td>.5</td>
</tr>
<tr>
<td><strong>Major Performance</strong></td>
<td>Group</td>
<td></td>
</tr>
<tr>
<td>Select one course from: MUS 30s, 40*, 41*, 42*, 43*, 44, 46*, 47*, 49*, 62*, 63, 64*, 65*, 75*</td>
<td>1:2</td>
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<tr>
<td>Total</td>
<td></td>
<td>9.5-13.5</td>
</tr>
</tbody>
</table>

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

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

**Associate Degree**

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting 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: MUS 1, 14, 15, 16, 20, 23, 24, 27, 28, 29, 46, 58, 60, 61, 65, 80, 81, 82, 90, 116, 178, 179.

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### Natural Sciences

#### Associate Degree Programs

(SEE ASTRONOMY, BIOLOGY, CHEMISTRY, GEOLOGY, PHYSICAL SCIENCE, AND PHYSICS.)

**Nursing (National League for Nursing Accredited)**

**PURPOSES OF THE PROGRAM IN NURSING**

The purposes of this program in Nursing are to provide the education necessary to develop competent practitioners in nursing and to provide a base for the continuing development of the student as an individual.

**ENROLLMENT PROCEDURES**

Procedures for applying to the nursing program and application packets are available in the Health Sciences and Human Services division office. Students are admitted to the nursing program from a wait list.

In order to be eligible to be placed on the wait list, a student must complete BIO 11 (Anatomy), BIO 12 (Physiology) and BIO 15 (Microbiology) or their equivalents with a grade of “C” or better. BIO 12 (Physiology) must have been completed within the past seven years. In addition, students must show proof of matriculation testing and proof of eligibility for ENG 1A.

Students are admitted from the wait list in two ways. One half 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 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 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.

Students may use the following resources to obtain information or to seek clarification regarding nursing issues:

California Board of Registered Nursing
400 R Street
Sacramento, CA  95814
916-322-3350
# Nursing (National League for Nursing Accredited)

## Registered Nurse Certificate Program

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 11*</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 12*</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 15*</td>
<td>General Microbiology</td>
<td>5</td>
</tr>
</tbody>
</table>

Eligibility for ENG 1A

| Total     | 13                                           |

## Eligible for Entry into Nursing Clinical Sequence

**Semester I**

<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</td>
</tr>
<tr>
<td>N 160*</td>
<td>Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>N 170*#</td>
<td>Nursing Process</td>
<td>8</td>
</tr>
<tr>
<td>N 171*#</td>
<td>Mental Health Nursing</td>
<td>3.5</td>
</tr>
</tbody>
</table>

| Total     | 14.5                             |

**Semester II**

<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>2</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FN 161</td>
<td>Nutrition for Health Occupations</td>
<td>2</td>
</tr>
<tr>
<td>N 172*#</td>
<td>Medical-Surgical Nursing</td>
<td>7.25</td>
</tr>
<tr>
<td>PSYC 1</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total     | 12.25                            |

**Semester III**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1A*</td>
<td>Principles of Composition I</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N 161</td>
<td>Growth and Development</td>
<td>1.25</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 1</td>
<td>Developmental Psychology—Childhood and Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total     | 12.75                            |

**Semester IV**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>N 176*#</td>
<td>Advanced Nursing</td>
<td>7.25</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP 1</td>
<td>Communication Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP 5</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total     | 10.25                            |

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

#Clinical course.

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.

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## 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. Procedures for application and admission packets are available in the offices of the Division of Health Sciences and Human Services. 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 N 162 with a grade of “C” or better.
4. Completion of matriculation testing.
5. Attendance at “LVN to RN” guidance session.
6. Eligibility for ENG 1A.

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.

**Required Prerequisites:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 11*</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 12*</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 15*</td>
<td>General Microbiology</td>
<td>5</td>
</tr>
</tbody>
</table>

| Total     | 14.5                             |

**Required Core Classes:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1A*</td>
<td>Principles of Composition I</td>
<td>3</td>
</tr>
<tr>
<td>GER 101</td>
<td>Fundamentals of Aging</td>
<td>1</td>
</tr>
<tr>
<td>N 171*#</td>
<td>Mental Health Nursing</td>
<td>3.5</td>
</tr>
<tr>
<td>N 173*#</td>
<td>Nursing Care of Children and Families</td>
<td>3.5</td>
</tr>
<tr>
<td>N 174*#</td>
<td>Women’s Health Nursing</td>
<td>3.25</td>
</tr>
<tr>
<td>N 175*#</td>
<td>Nursing in the Community</td>
<td>1</td>
</tr>
</tbody>
</table>

| Total     | 28.5                             |

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

#Clinical course.
Licensed Vocational Nurse (LVN) to Registered Nurse (RN)  
30-Unit Option

BRN Rules and Regulations

Section 1429—Preparation Required for Licensed Vocational Nurses

(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the code. Such applicant shall submit evidence to the board, including a transcript, of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.

(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken.

(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not count toward fulfillment of the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in Section 1426, may be counted toward fulfillment of the additional education requirement.

Nursing courses shall be taken in an accredited school and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative, and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing, and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in Section 1443.5 of these regulations.

This option is available to all LVNs entering the Saddleback College Nursing program. Persons electing this 30-unit option will be eligible to write the State board exam but will not be graduates of the Saddleback College Nursing program.

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

1. Proof of satisfactory completion of an accredited VN program or a current California VN license.
2. Completion of BIO 12, BIO 15, and N 162 with grades of “C” or better.
3. Attendance at “LVN to RN” guidance session.

Consideration will be given to each applicant's prior education in determining placement into the program. All classes are challenging. Every required prerequisite and core class must be completed with a “C” or better.

Courses Required for the 30-Unit Option

Required Prerequisites:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 12*</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 15*</td>
<td>General Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>N 162</td>
<td>Successful Transition to Professional Nursing</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Required Core Classes:

<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</td>
</tr>
<tr>
<td>N 171*</td>
<td>Mental Health Nursing</td>
<td>3.5</td>
</tr>
<tr>
<td>N 173*</td>
<td>Nursing Care of Children and Families</td>
<td>3.5</td>
</tr>
<tr>
<td>N 174*</td>
<td>Women's Health Nursing</td>
<td>3.25</td>
</tr>
<tr>
<td>N 175*</td>
<td>Nursing in the Community</td>
<td>1.5</td>
</tr>
<tr>
<td>N 176*#</td>
<td>Advanced Nursing</td>
<td>7.25</td>
</tr>
</tbody>
</table>

Total: 30

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

#Fulfills the Management & Leadership and Advanced Medical-Surgical requirement.

Diploma School

Registered Nursing Program

This program is designed for the RN graduate of a hospital diploma program. Completion of the program listed below and completion of the graduation requirements will qualify the student for an Associate in Science Degree in Nursing.

Upon completion of the following courses, full credit will be awarded in the area of Nursing for holders of current California Registered Nursing Licenses. A minimum of 12 units must be earned at Saddleback College.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1A**</td>
<td>Principles of Composition I</td>
<td>3</td>
</tr>
<tr>
<td>GER 101†</td>
<td>Fundamentals of Aging</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 1</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SP 1</td>
<td>Communication Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>SP 5 Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>**†A minimum grade of “C” is required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Refer to Graduation Requirements for specific information regarding unit, scholarship, residence, and general education requirements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The State Universities in the area have planned curricula to dovetail with the community college programs in Orange County; therefore, it will be possible in most instances to make a smooth articulation to a baccalaureate program in Nursing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student will need to meet admission requirements as determined by the particular baccalaureate program he/she wishes to enter. These requirements may include courses in the natural sciences or other areas. Students should seek the necessary counseling before taking general education courses at Saddleback College as some additional courses may need to be included.</td>
<td></td>
</tr>
</tbody>
</table>
Nutrition Certificate Program

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 coursework 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.

<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>FCS 142</td>
<td>Life Management</td>
<td></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 120</td>
<td>Contemporary Meals</td>
<td>3</td>
</tr>
<tr>
<td>FN 160</td>
<td>Nutrition, Weight Management, and Eating Disorders</td>
<td>3</td>
</tr>
<tr>
<td>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 230</td>
<td>Vegetarian Foods</td>
<td></td>
</tr>
<tr>
<td>FN 232</td>
<td>Lite Cuisine Strategies</td>
<td>2</td>
</tr>
</tbody>
</table>

Total 27

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
†Foods and Nutrition 50 recommended prior to CWE 168/169.

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements. Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Consult with a counselor for assistance in planning a program.

RECOMMENDED ELECTIVES: BUS 125, 137; 134; FN 140, 171, 252; HLTH 1; PE 107; PSYC 33, 106; SP 1.

Oceanography Associate Degree Program

The Oceanography Associate Degree program is designed to provide transfer oceanography, marine geology, marine biology, earth science, or related majors, as well as liberal arts majors, the opportunity to obtain an Associate degree in the student’s area of interest. While a baccalaureate degree and graduate study are recommended for those considering professional careers related to oceanography, completion of the suggested program would provide comprehensive preparation for upper-division work, demonstrate commitment to the field, and attainment of a degree supportive of attempts to gain entry-level employment.

Suggested major sequence for the Associate in Science degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 1A*</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 1B*</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 1</td>
<td>Introduction to Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3A*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MS 20*</td>
<td>Introduction to Oceanography</td>
<td>4</td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 3B*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3C*</td>
<td>Analytic Geometry and Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH 10*</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 4A*</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4B*</td>
<td>General Physics</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>41</td>
</tr>
</tbody>
</table>

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

Office & Computer Skills

Occupational Skills Award

An introduction to office procedures and basic skills needed for employment in today’s office environment. Areas of study include: office environment, organizational structure, computer skills 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 Skills—Office Procedures</td>
<td>2.5</td>
</tr>
<tr>
<td>CIM 213B</td>
<td>Office Skills—Keyboarding</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major including MS 20 and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements. Refer also to the Transfer Major Patterns section of this catalog or to the catalog of the intended college of transfer. Consult with a counselor for assistance in planning a program.

RECOMMENDED ELECTIVES: BIO 3A or 20, 3B, 3C, 19; GEOL 2, 5, 6, 20; MS 2; PHYS 4C
**Paramedic Certificate Program**

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 prior to taking PM 230.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM 220*</td>
<td>Paramedic Theory</td>
<td>14</td>
</tr>
<tr>
<td>PM 230*</td>
<td>Paramedic Clinical Experience</td>
<td>7.5</td>
</tr>
<tr>
<td>PM 240*</td>
<td>Paramedic Field Internship</td>
<td>11.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

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

**Associate Degree**

**Associate in Science Degree**

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

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting 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.

**Phlebotomist/Laboratory Assistant Occupational Skills Award**

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.

<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*</td>
<td>Cooperative Work Experience: Health Science</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

**Photography Associate Degree Program**

The curriculum offerings are designed to provide the student with an Associate degree in Photography. The studies involve both technical and aesthetic concerns in photographic communication. While advanced training is recommended for those considering professional careers in the field, completion of the suggested program will indicate a firm commitment. The Associate degree will also complement other related fields, such as art, journalism, or indu-
Major requirements for the Associate degree:

**Course ID** | **Title** | **Units**
--- | --- | ---
**First Year**
ART 40 | Two-Dimensional Design | 3
PHOT 50 | Introduction to Photography | 3
PHOT 55* | Intermediate Photography | 3
PHOT 158 | Introduction to Color Photography | 3
**Second Year**
PHOT 51* | Introduction to Digital Imaging | 3
PHOT 156* | Advanced Photography | 3
PHOT 160* | The Art of Color Photography | 3
PHOT 189 | Special Topics: Photography | 3
or PHOT 190 | Special Problems in Photography | 3

Total 27

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

**Associate Degree**

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

RECOMMENDED ELECTIVES: ART 80, 189; JRN 1.

**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**
--- | --- | ---
HLTH 1 | Health Education | 3
HLTH 3 | Women’s Health Issues | 3
HLTH 2 | Standard First Aid | 1.5
PPE 1 | Introduction to Physical Education and Athletics | 3
PPE 2 | Fundamentals of Human Movement and A minimum of three units in Training and Theory selected from the following: PPE 3, 4, 5 | 3
and A minimum of six units in Physical Education activity skills courses from at least 4 of the following areas: (1) Fitness, (2) Individual Sports, (3) Aquatics, (4) Dance, (5) Team Sports, (6) Combative Skills. | 6

Total 27

**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.

**Associate Degree**

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

**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 in Science degree:

**Course ID** | **Title** | **Units**
--- | --- | ---
**First Year**
CS 1A* | Introduction to Computer Science | 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 26* | Introduction to Linear Algebra | 3
PHYS 4B* | General Physics | 4
PHYS 4C* | General Physics | 4

Total 33

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
### Associate Degree

**Associate in Science Degree**

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

**Associate in Arts Degree**

Completion of 20 units in the major including PHYS 4A and 4B and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the **Associate in Arts** degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

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.

**RECOMMENDED ELECTIVES:** CHEM 1A, 1B.

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### Political Science Associate Degree Program

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

**Suggested major for the Associate degree:**

It is recommended that PS 1 be taken prior to or concurrently with a combination of courses to be selected from those listed below.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 2*</td>
<td>Principles (Macro)</td>
<td>3</td>
</tr>
<tr>
<td>PS 1</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>PS 4</td>
<td>Introduction to Political Science</td>
<td>3</td>
</tr>
<tr>
<td>PS 11</td>
<td>World Political Economics</td>
<td>3</td>
</tr>
<tr>
<td>PS 12</td>
<td>Comparative Politics and Government</td>
<td>3</td>
</tr>
<tr>
<td>PS 14</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 21

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

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### Associate Degree

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the **Associate in Arts** degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting 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:** ECON 4; HIST 9, 16, 17, 21; MATH 10; PS 10, 17, 140.

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### Psychiatric Technician Certificate Program

The Psychiatric Technician program is designed to prepare students to work with clients who are mentally disordered or developmentally disabled. Students will be prepared to write the State board examination for licensure as a Psychiatric Technician. In keeping with the career-ladder philosophy of the Health Sciences programs, students completing courses in this program who may later desire to enter the Nursing program will be evaluated individually for credit for previous education and experience. Applications for the Psychiatric Technician program are available in the Health Sciences and Human Services division office and will be accepted at any time.

Students planning to enter the Psychiatric Technician program may take as many of the nonclinical courses as they can prior to entry. The Psychiatric Technician program is a very course-intensive program. Having some or all of these completed prior to entry will lighten the course workload and will be to the student’s advantage. Prospective students should seek advisement regarding course sequence from the Division of Health Sciences and Human Services.

**Course ID** | **Title** | **Units**
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FN 161</td>
<td>Nutrition for Health Occupations</td>
<td>2</td>
</tr>
<tr>
<td>GER 101</td>
<td>Fundamentals of Aging</td>
<td>1.5</td>
</tr>
<tr>
<td>HSC 101</td>
<td>Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSC 222</td>
<td>Basic Life Support/CPR for Health Care Providers</td>
<td>1.75</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 the Developmentally Disabled Person</td>
<td>2</td>
</tr>
<tr>
<td>PT 205*</td>
<td>Care of the Person with Developmental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>PT 216*#</td>
<td>Care of the Moderately Developmentally Disabled</td>
<td>3</td>
</tr>
<tr>
<td>PT 217*#</td>
<td>Care of the Severely Developmentally Disabled</td>
<td>4</td>
</tr>
<tr>
<td>PT 218*#</td>
<td>Care of the Mentally III</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>2.5</td>
</tr>
</tbody>
</table>
| PT 214*      | Fundamentals of Nursing for Psychiatric Technicians—Clinical | 4
| PT 222*#     | Medical-Surgical Nursing for Psychiatric Technicians | 3   |
| PT 215*      | Medical-Surgical Nursing for Psychiatric Technicians—Clinical | 4
| PT 228*      | Neuropsychiatric Concepts               | 2.5   |
| PT 229*      | Neuropsychiatric Concepts in the Neurotic | 2.5 |

**Total** 57.25

Eligible for Psychiatric Technician Licensure Exam 57.25

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

#Clinical course.
Approximate cost for uniforms is $35; 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**

**Associate in Science Degree**

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

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the **Associate in Arts** degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

**RECOMMENDED ELECTIVES:** ENG 220; HS 100, 130, 170, 171, 172, 173, 174.

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**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 and provide comprehensive preparation for upper-division work and/or attainment of a degree supportive of attempts to gain entry-level employment.

Suggested major sequence for the Associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 10*</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2*</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3*</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select eight units from the Recommended Electives below.</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

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

**Associate Degree**

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the **Associate in Arts** degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting 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 3A, 11, 12, 20; CHEM 1A; MATH 9, PHIL 1; PSYC 5, 1, 21, 30, 33, 35, 37; SOC 1.

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**Radio/Television/Film/ Electronic Media Certificate Program**

The certificate program in Radio, Television, Film, and Electronic Media 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). Coursework includes participation in internships at various stations and facilities.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 30</td>
<td>The History and Appreciation of Film</td>
<td>3</td>
</tr>
<tr>
<td>CA 31</td>
<td>Film Production I</td>
<td>3</td>
</tr>
<tr>
<td>CA 40*</td>
<td>Film and Television Scriptwriting I</td>
<td>3</td>
</tr>
<tr>
<td>CA 100</td>
<td>Introduction to Radio, TV and Film</td>
<td>3</td>
</tr>
<tr>
<td>CA 110</td>
<td>Radio Production</td>
<td>3</td>
</tr>
<tr>
<td>CA 124</td>
<td>Television Production I</td>
<td>4</td>
</tr>
<tr>
<td>CA 128</td>
<td>Radio/TV News and Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select ten units from one</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Specialty Area below.</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total**

---

**Specialty Area 1—Television**

<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 and Television</td>
<td>3</td>
</tr>
<tr>
<td>CA 42*</td>
<td>Television and Film Directing</td>
<td>3</td>
</tr>
<tr>
<td>CA 125*</td>
<td>Television Production II</td>
<td>4</td>
</tr>
<tr>
<td>CA 126*</td>
<td>Television Production III</td>
<td>2</td>
</tr>
<tr>
<td>CA 127*</td>
<td>Video Location Production</td>
<td>2</td>
</tr>
<tr>
<td>CA 131*</td>
<td>Non-Linear Editing</td>
<td>3</td>
</tr>
<tr>
<td>CA 141</td>
<td>Radio and TV Announcing and Voice-Over</td>
<td>3</td>
</tr>
<tr>
<td>CA 142*</td>
<td>Film and Television Scriptwriting II</td>
<td>3</td>
</tr>
<tr>
<td>CA 233*†</td>
<td>Radio/Television Internship/Practicum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>CWE 168*†/169*†</td>
<td>Cooperative Work Experience: Radio/Television</td>
<td>1</td>
</tr>
</tbody>
</table>

**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 Audio In Media</td>
<td>3</td>
</tr>
<tr>
<td>CA 113</td>
<td>Radio Broadcasting</td>
<td>3</td>
</tr>
<tr>
<td>CA 115*</td>
<td>Advanced Radio Broadcasting</td>
<td>2</td>
</tr>
<tr>
<td>CA/MUS 118</td>
<td>Sound Recording — Theory and Practice</td>
<td>4</td>
</tr>
<tr>
<td>CA 141</td>
<td>Radio and TV Announcing</td>
<td>3</td>
</tr>
<tr>
<td>CA 233*†</td>
<td>Radio/Television/Film Internship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and</td>
<td></td>
</tr>
<tr>
<td>CWE 168*†/169*†</td>
<td>Cooperative Work Experience: Radio/Television</td>
<td>1</td>
</tr>
</tbody>
</table>

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

†Must be taken concurrently

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**Associate Degree**

**Associate in Science Degree**

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

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the **Associate in Arts** degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.
Real Estate

The Real Estate programs are designed to educate the student to become an effective Real Estate professional. The three programs are: Real Estate Appraisal, Real Estate Escrow, Real Estate Sales/Broker.

Real Estate Appraisal Certificate Program

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

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

Course ID Title Units
RE 170 Real Estate Principles 3
RE 176A* Real Estate Appraisal I 3
RE 176B* Real Estate Appraisal II 3
RE 178* Real Estate Economics 3
RE 176* Uniform Standards of Professional Appraisal Practice 1.5
RE 201* Practical Residential Appraisal Techniques 3
Select six units from Specialty Courses listed below 6
Total 19.5

Specialty Courses:
BUS 12 Business Law 3
BUS 104* Business Communication 3
CIM 120* Computer Literacy 3
RE 170 Real Estate Principles 3
RE 174* Legal Aspects of Real Estate 3
RE 175* Real Estate Finance 3

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

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

RECOMMENDED ELECTIVES: (Select two courses to meet the Educational Achievement Award requirements of the California Escrow Association): ACCT 1A 214, 215; BUS 12, 104, 125, 160; RE 176A, 178.

Real Estate Escrow Certificate Program

The Escrow program 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.

Course ID Title Units
CIM 120* Computer Literacy 1.5
CIM 121A* Keyboarding for Computers: Beginning 1.5
RE 170 Real Estate Principles 3
RE 172* Real Estate Practice 3

Real Estate Sales/Broker Certificate Program

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

REAL ESTATE SALESPERSON LICENSE: RE 170 is required prior to State examination. Two additional electives must be completed within 18 months after passing the State exam. Electives list: ACCT 215, BUS 12, RE 122, 172, 174, 175, 176A, 178, 190, 195, 280. Please check with the California Department of Real Estate for any changes. The 30-unit Certificate meets the Broker License examination course requirements.

Course ID Title Units
RE 170 Real Estate Principles 3
RE 172* Real Estate Practice 3
RE 174* Legal Aspects of Real Estate 3
RE 175* Real Estate Finance 3
RE 176A* Real Estate Appraisal I 3
RE 178* Real Estate Economics 3
ACCT 215* General Accounting 3
Select nine units from Restricted Electives listed below 9
Select 3 or 4.5 units from Specialty Courses listed below 3-4.5
Total 30-31.5

Restricted Electives:
BUS 12 Business Law 3
RE 122* Real Estate Office Administration 3
RE 176B* Real Estate Appraisal II 3
RE 190 Escrow 3
RE 195* Property Management 3
RE 280 Mortgage Loan Brokering and Lending 3

RE 174* Legal Aspects of Real Estate 3
RE 175* Real Estate Finance 3
RE 190 Escrow 3
Total 18
Specialty Courses:

<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 104*</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS 125</td>
<td>Human Relations in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 137</td>
<td>Professional Selling Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CIM 120*</td>
<td>Computer Literacy in Society</td>
<td>1.5</td>
</tr>
</tbody>
</table>

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

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

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 in Social Science electives.  3
   Example: Elective Area—Anthropology ANTH 2 (3 units)

Total: 21

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

Social Sciences Associate Degree Program

The Social Sciences curricula are designed to provide the transfer major the opportunity to achieve an Associate degree in the student’s area of specialization. While a baccalaureate degree is recommended 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.

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 in Social Science electives.  3
   Example: Elective Area—Anthropology ANTH 2 (3 units)

Total: 21

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

Associate Degree

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting 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.

Sociology Associate Degree Program

Suggested major for the Associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 2*</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>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>SOC 1</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 10</td>
<td>Introduction to Marriage and the Family</td>
<td>3</td>
</tr>
<tr>
<td>SOC 30*</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 21

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

Associate Degree

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting 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 110, 214; BUS 12, 110, 120, 125; CIM 121A; ECON 2, 4; RE 176B, 195.

Speech/Communication Associate Degree Program

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

Suggested major 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</td>
<td>3</td>
</tr>
</tbody>
</table>

(meets AA Speech requirements)


<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<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><strong>18</strong></td>
</tr>
</tbody>
</table>

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

**Associate Degree**

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the **Associate in Arts degree**. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

RECOMMENDED ELECTIVES: ANTH/SP 20; SP 8, 106.

**Technology Associate Degree Program—General Technology**

The General Technology Associate Degree is offered to provide transfer majors the opportunity to achieve an Associate degree using occupational and vocational courses, and to afford maximum flexibility to students in designing a program which may lead to employment. While completion of a baccalaureate degree or a certificate program is recommended for those considering careers in technological fields, completion of an Associate degree will 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, students may further their progress on a career ladder through attainment of a degree representing a combination of coursework from a variety of technology and applied science disciplines.

Suggested major courses for the Associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 124A</td>
<td>Architectural Drawing I</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>Fundamentals of Mechanical Drafting</td>
<td>3</td>
</tr>
<tr>
<td>DR 100</td>
<td>Automotive Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>AUTO 100</td>
<td>Survey of Electronics</td>
<td>3</td>
</tr>
<tr>
<td>ENV 1</td>
<td>DC and AC Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>ET 101</td>
<td>Introduction to Graphic Communication</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Introduction to Horticultural Science</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>20-21</strong></td>
</tr>
</tbody>
</table>

**Associate Degree**

**Associate in Arts Degree**

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the **Associate in Arts degree**. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting general education requirements.

Alternative major patterns will vary depending upon the student’s career or educational objectives. The student who has demonstrated breadth in general technology by completion of a minimum of 20 units, in addition to those required to fulfill general education requirements, of courses appropriate for majors offered in the Division of Advanced Technology and Applied Science, or other areas such as industrial technology, industrial arts, fire protection administration and technology, or vocational education may receive an Associate degree in general technology.

RECOMMENDED ELECTIVES: Also refer to the Transfer Patterns section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for either the Associate degree major or as electives, should reflect requirements of the college to which the student plans to transfer. Consult with a counselor or faculty member for assistance in planning a program.

**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 repertoire 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>First Year—Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 1</td>
<td>Acting</td>
<td>3</td>
</tr>
<tr>
<td>TA 15, 16, 17, 18 or 19</td>
<td>Rehearsal and Performance (Tech. and/or Acting)</td>
<td>1-2</td>
</tr>
<tr>
<td>TA 35</td>
<td>Voice and Diction</td>
<td>3</td>
</tr>
<tr>
<td>TA 40</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>TA 43</td>
<td>Stage Make-up</td>
<td>1</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 2*</td>
<td>Beginning Scene Study</td>
<td>3</td>
</tr>
<tr>
<td>TA 15, 16, 17, 18 or 19</td>
<td>Rehearsal and Performance (Tech. and/or Acting)</td>
<td>1-2</td>
</tr>
<tr>
<td>TA 42</td>
<td>Costume Design</td>
<td>3</td>
</tr>
<tr>
<td>Second Year—Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 3*</td>
<td>Advanced Scene Study</td>
<td>3</td>
</tr>
<tr>
<td>TA 15, 16, 17, 18 or 19</td>
<td>Rehearsal and Performance (Tech. and/or Acting)</td>
<td>1-2</td>
</tr>
<tr>
<td>TA 25</td>
<td>Theatre History: Primitive to Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>TA 41</td>
<td>Stage Lighting</td>
<td>3</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA 4* or 5*</td>
<td>Acting Styles: Classical or Contemporary</td>
<td>3</td>
</tr>
<tr>
<td>TA 15, 16, 17, 18 or 19</td>
<td>Rehearsal and Performance (Tech. and/or Acting)</td>
<td>1-2</td>
</tr>
<tr>
<td>TA 26</td>
<td>Theatre History: Renaissance to Contemporary</td>
<td>3</td>
</tr>
<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><strong>39-43</strong></td>
</tr>
</tbody>
</table>

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
Associate Degree

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting 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.


Travel and Tourism Certificate Program

The Travel and Tourism 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.

Course ID | Title | Units
--- | --- | ---
TOUR 250 | Ticketing and Reservations | 3
TOUR 252 | World Destinations/Resorts—Western Hemisphere | 3
TOUR 253 | World Destinations/Resorts—Europe | 3
TOUR 254 | World Destinations/Resorts—Pacific, Asia, Africa | 3
TOUR 255 | Travel Sales and Marketing | 3
TOUR 256 | Airline Computer Training | 3
TOUR 259* | Advanced Airline Computer Training | 2
CWE 168*/169* | Cooperative Work Experience: Travel Agency Operation | 1

Total 23

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

Associate Degree

Associate in Science Degree

Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Science degree. A minimum of 20 units must be completed. Courses applying to the major may not also be used to meet general education requirements.

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.

CORE REQUIREMENT:

Course ID | Title | Units
--- | --- | ---
WS 10 | Introduction to Women's Studies | 3
ART 21 | Women and Art | 3
CA 29 | Women in Film and Television | 3
ENG 46* | Images of Women in Literature | 3
ENG 50* | Women Authors | 3
HIST 21 | Women in United States History: A Multicultural Perspective | 3
HLTH 3 | Women's Health Issues | 3
MUS 29 | Women, Music, and Society | 3
PSYC 21 | The Psychology of Women | 3
SOC 21 | Women in Contemporary Society | 3
SP 8 | Gender Communication | 3
WS 10 | Introduction to Women's Studies | 3
WS 21 | Ethnic Women's Issues in Contemporary American Society | 3
WS 40 | Women and Religion: In Search of the Goddess | 3
WS 120 | Women and Careers | 3

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

Associate Degree

Associate in Arts Degree

Completion of 20 units in the major and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

Refer to the Graduation Requirements for the specific course list meeting 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.

Women's and Gender Studies

Associate Degree Program

Women’s and Gender Studies is an interdisciplinary program that invites students to use the categories of gender, race, class, ethnicity, age, and sexuality to understand the historical and contemporary experiences of women and men. The 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 and Gender 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.

CORE REQUIREMENT:

Course ID | Title | Units
--- | --- | ---
WS 10 | Introduction to Women's Studies | 3
ART 21 | Women and Art | 3
CA 29 | Women in Film and Television | 3
ENG 46* | Images of Women in Literature | 3
ENG 50* | Women Authors | 3
HIST 21 | Women in United States History: A Multicultural Perspective | 3
HLTH 3 | Women's Health Issues | 3
MUS 29 | Women, Music, and Society | 3
PSYC 21 | The Psychology of Women | 3
SOC 21 | Women in Contemporary Society | 3
SP 8 | Gender Communication | 3
WS 10 | Introduction to Women's Studies | 3
WS 21 | Ethnic Women’s Issues in Contemporary American Society | 3
WS 40 | Women and Religion: In Search of the Goddess | 3
WS 120 | Women and Careers | 3

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
EMT/Paramedic Training
CALIFORNIA FOUR-YEAR PUBLIC UNIVERSITIES

University of California – 8 Campuses*

1. University of California, Berkeley (1868) • (510) 642-6000
   Semester Enrollment 32,117 • www.berkeley.edu
2. University of California, Davis (1905) • (530) 752-1011
   Quarter Enrollment 26,513 • www.ucdavis.edu
3. University of California, Irvine (1965) • (949) 824-5011
   Quarter Enrollment 21,286 • wwwuci.edu
4. University of California, Los Angeles (1919) • (310) 825-4321
   Quarter Enrollment 33,807 • wwwucla.edu
5. University of California, Riverside (1954) • (909) 787-1012
   Quarter Enrollment 14,426 • wwwucr.edu
6. University of California, San Diego (1964) • (858) 534-2230
   Quarter Enrollment 21,006 • wwwucsd.edu
7. University of California, Santa Barbara (1944) • (805) 893-3000
   Quarter Enrollment 20,373 • wwwucsanta.edu
8. University of California, Santa Cruz (1965) • (831) 459-0111
   Quarter Enrollment 13,170 • wwwucsc.edu

* A ninth campus, UC San Francisco, is a graduate/professional
  institution requiring pre-professional preparation or graduate
  standing for admission.

* A tenth campus, UC Merced, is scheduled to open in Fall 2004.
  (209) 383-4691 • wwwucmerced.edu

California State University – 23 Campuses

1. California Maritime Academy (1929) • (800) 561-1945
   Semester Enrollment 721 • wwwcsma.edu
2. California Polytechnic State University, San Luis Obispo (1901)
   (805) 756-1111 • Quarter Enrollment 18,453 • wwwcpp.edu
3. California State Polytechnic University, Pomona (1933)
   (909) 869-7599 • Quarter Enroll. 19,821 • wwwcsupomona.edu
4. California State University, Bakersfield (1965)
   (661) 664-2011 • Quarter Enrollment 7,765 • wwwcsub.edu
5. California State University, Channel Islands (2002)
   (805) 437-8400 • Semester Enrollment 630 • wwwcuci.edu
6. California State University, Chico (1987) • (530) 898-6321
   Semester Enrollment 16,246 • wwwcsuchico.edu
7. California State University, Dominguez Hills (1980)
   (310) 243-3696 • Semester Enrollment 15,504 • wwwcsudh.edu
8. California State University, Fresno (1911) • (559) 278-2261
   Semester Enrollment 21,272 • wwwcsufresno.edu
9. California State University, Fullerton (1957) • (714) 278-2300
   Semester Enrollment 32,143 • wwwfullerton.edu
10. California State University, Hayward (1957) • (510) 885-2784
    Quarter Enrollment 13,876 • wwwcsuhayward.edu
11. California State University, Long Beach (1949)
    (562) 985-5471 • Semester Enrollment 34,566 • wwwcsulb.edu
12. California State University, Los Angeles (1947)
    (323) 343-3901 • Quarter Enrollment 21,089 • wwwcalstatela.edu
13. California State University, Monterey Bay (1985)
    (831) 582-3518 • Semester Enrollment 3,551 • wwwcsUMB.edu
14. California State University, Northridge (1958)
    (818) 677-3700 • Semester Enrollment 33,570 • wwwcsun.edu
15. California State University, Sacramento (1947)
    (916) 278-3901 • Semester Enrollment 28,558 • wwwcsum.edu
16. California State University, San Bernardino (1960)
    (909) 880-5200 • Quarter Enrollment 16,341 • wwwcsum.edu
17. California State University, San Marcos (1988)
    (760) 750-4846 • Semester Enrollment 7,876 • wwwcsusm.edu
18. California State University, Stanislaus (1957)
    (209) 667-3151 • 4-1-4 Enrollment 7,850 • wwwcsus.edu
19. Humboldt State University (1913) • (707) 826-4402
    Semester Enrollment 7,611 • wwwhumboldt.edu
20. San Diego State University (1897) • (619) 594-6336
    Semester Enrollment 34,304 • wwwsandiego.edu
21. San Francisco State University (1899) • (415) 338-1113
    Semester Enrollment 28,678 • wwwsfsu.edu
22. San Jose State University (1957) • (408) 283-7500
    Semester Enrollment 30,350 • wwwsjsu.edu
23. Sonoma State University (1960) • (707) 664-2776
    Semester Enrollment 8,219 • wwwsonoma.edu
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 the ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) website at www.assist.org which is the official California statewide database listing a selection of campus-approved transfer agreements, general education requirements, and information on UC and CSU transferable courses. Students are advised to contact a Saddleback College counselor for more information, and for details regarding other transfer agreements and options not available on ASSIST for your transfer college choice.

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. Students should also avail themselves of opportunities to meet with representatives of colleges and universities which are scheduled throughout the academic year in the Transfer Center.

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.

The following information is subject to change

The California State University
(Refer to the California CSU/UC map)

*Application Filing Periods

(Applications first accepted):

<table>
<thead>
<tr>
<th>Semester/Quarter</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>February 1</td>
</tr>
<tr>
<td>Fall</td>
<td>October 1</td>
</tr>
<tr>
<td>Winter</td>
<td>June 1</td>
</tr>
<tr>
<td>Spring</td>
<td>August 1</td>
</tr>
</tbody>
</table>

*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, and will be subject to supplemental admission criteria. The CSU designates major programs as impacted when more applications are received in the initial filing period from CSU eligible applicants than can be accommodated. If applying after the initial filing period, consult the campus admissions office or website 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. For more details refer to the CSU Mentor website at www.csumentor.edu

Definition of a Transfer Student

You are considered a transfer student if you have completed college units after the summer immediately following graduation from high school:

1. Students who have completed 55 or fewer transferable semester college units (83 or fewer quarter units) are considered lower-division transfer students.
2. Students who have completed 56 or more transferable college units (84 or more quarter units) are considered upper-division transfer students.
3. Students who completed college units before they graduated from high school or during the summer between high school graduation and CSU enrollment are considered first-time freshmen and must meet those admission requirements.

Transfer Admission Requirements

Lower-Division Transfer Admission Requirements (55 or fewer transferable semester or 83 or fewer quarter units):

You are eligible for admission if you:

1. Have a college grade point average of 2.00 or better in all transferable college units completed.
2. Are in good standing at the last college or university attended, i.e., you are eligible to re-enroll.
3. Meet the admission requirements for a first-time freshman or have successfully completed necessary courses to make up the deficiencies you had in high school if you did not complete the 15-unit pattern or college preparatory subjects.
4. Meet the eligibility index required of a freshman.

*Transfer Patterns*
Note: Some CSU campuses may require completion of English composition and general education mathematics. Contact your campus of choice to find out whether admission for lower-division transfers is limited.

Important: If you are a lower-division transfer applicant and do not meet the eligibility index from high school, it is recommended that you continue your education at a California Community College and complete *56 or more transferable semester units (84 or more quarter units) before attempting to transfer to CSU.

**Upper-Division Transfer Requirements** (*56 or more transferable semester or 84 or more quarter units -- see note below):

You are eligible for admission if you:

1. Have a college grade point average of 2.00 or better (2.40 for non-California residents) in all transferable college units completed.
2. Are in good standing at the last college or university attended (i.e., you are eligible to re-enroll).
3. Have completed, or will complete prior to transfer at least 30 semester units (45 quarter units) or courses equivalent to general education requirements with a grade of "C" or better. The 30 semester units must include all of the general education requirements in communication in the English language (English composition, oral communication, and critical thinking), and at least one course of at least 3 semester units (4 quarter units) is required in college-level mathematics. *(See Area A and B-4 on Saddleback College’s G.E. certification pattern or Areas 1 and 2 of the IGETC)*

Some CSU campuses will admit transfer students based on courses planned or "in progress," and some will not. Please contact the specific CSU campus(es) or refer to their published or electronic materials for specific campus information.

Students who have completed *56-59.9 transferable semester (84-89.9 quarter) units may be admitted on the basis of upper-division transfer requirements; however, they will not be considered to have achieved junior class level standing until they have completed at least 60 semester (90 quarter units). This may affect their eligibility for registration priority at the CSU campus, or it may affect their financial aid status. The CSU assigns high priority to California Community College transfer students who have completed the first two years of the baccalaureate program, including transfer students applying for impacted programs. Students transferring to the CSU are advised to complete at least 60 semester (90 quarter) units prior to admission and enrollment.

*Note: Students transferring to a CSU in Fall 2005 or later must have completed 60 transferable units and lower-division CSU General Education Certification to be admitted. Students in high unit majors will need to complete a special lower-division G.E. Certification plan. Students are advised to consult with a Saddleback College counselor when planning coursework.*

**Transferable Coursework:**

Transferable courses are those designated for that purpose by the college or university offering the courses. *Saddleback College certifies courses numbered 1 to 190 in the catalog as CSU-transferable.*

A maximum of 70 semester (105 quarter) units earned in a community college may be transferred to the California State University; however, courses in excess of 70 semester units will receive subject credit and will be applied to satisfy content requirements as appropriate. No upper-division credit is allowed for courses taken in a community college.

Students transferring with certification of general education requirements are assured that they have met 39-units of the 48-unit minimum requirements for the bachelor's degree. Students transferring without certification of general education must complete the pattern of courses required of "native" students, as outlined in the catalog of the particular CSU campus. The CSU G.E. course pattern which Saddleback College uses to certify that the student has met the required minimum of 39 semester units of general education is listed below.

### Transfer Students and Certification of California State University General Education

*(The Following Information is Subject to Change)*

**Note:** Courses on this list are approved for a specific academic year which begins with the Fall semester. Students wishing to use a course to meet a CSU G.E. Breadth requirement must be sure that the course is approved for the academic year in which it is taken. This list is valid through Summer 2004 and may be subject to change. Students are advised to consult with a Saddleback College counselor when planning coursework.

Under provisions of CSU Executive Order 595, Saddleback College (SC) will certify completion of up to 39 of the 48 units required in general education. If SC certifies that you have completed courses from the following list approved for general education, the CSU campus to which you transfer will require you to complete the requirement in those sections in which you are not certified. You may be held only for additional courses required for “native” students, but you will not be required to complete more units than the difference between the amount certified and the total required.

Students must include at least nine units of upper-division courses completed no earlier than the semester in which they become juniors at the campus granting the degree in order to complete general education requirements.

No student will be eligible to petition for certification until a minimum of 12 units have been completed at Saddleback College.

**AREA A: COMMUNICATION & CRITICAL THINKING (Three courses and nine units are required. Complete one course in Areas A1, A2, and A3 with a grade of "C" or better):**

- **A1 Oral Communication—** SP 1 or 5 (formerly 105)
- **A2 Written Communication—** ENG 1A
- **A3 Critical Thinking—** One course from the following:
  - ENG 1B, 170; PHIL 12; SP 2, 3

**AREA B: NATURAL SCIENCES & MATHEMATICS (One course must be taken from Areas B1 and B2 [one of which must be a laboratory course designated B3 with an asterisk *], and one course from area B4):**

- **B1 Physical Science**
  - ASTR 20 (*lab course when combined with ASTR 25), 21, 45
  - CHEM 1A*, 1B*, 3A*, 12A*, 12B*, 108*, 120*
  - ENV 23*, 120*
  - GEOG 1 (*lab when combined with GEOG 1L)
  - MS 4*, 20*
  - PHYS 2A*, 4A*, 20*

- **B2 Biological Science**
  - ANTH 1 (*lab course when combined with ANTH 1L), 16 (formerly 110A)
  - ENV 18*, 19*, 24
  - HORT 20*

- **B3 *indicates a laboratory course**

- **B4 Mathematics**
  - Courses applicable to Area B4 must be completed with a grade of "C" or better:
    - MATH 2, 3A, 3B, 3C, 7, 8, 9, 10, 11, 24, 26, 124

**Note:** An intermediate algebra course completed prior to Fall Semester 1988 will be accepted by the CSU as meeting graduation requirements in general education.
AREA C: ARTS & HUMANITIES (Complete one course from Area C1 and one course from Area C2. Complete a third course from either area):

C1 Arts

ART 4, 20, 21, 22, 23, 24, 25, 26, 28, 29 (formerly 27)
ARCH 112
CA 29, 30
DANC 64 (formerly PE/TA 64)
FASH 144 (beginning Fall 1993)
FA 27
ID 110, 122, 125
MUS 1, 20, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 40, 47, 49, 90
PHOT 25
SP 22
TA 10, 11, 20, 21 (prior to Fall 1993), 22, 25, 26, 32, 110

C2 Humanities

ARAB 1, 2
CHI 1 (or 1A and 1B), 2, 21
FR 1* (or 1A* and 1B*), 2*, 3, 4, 10, 20, 21
GER 1*, 2*, 3, 4, 10
HEBR 1, 2
HIST 4, 5,
HUM 1, 3, 10A, 10B, 21, 22, 25
IDS 1, 2, 5
ITA 1* (or 1A* and 1B*) 2*, 3, 4, 10, 21
JA 1, 2, 21
KOR 21
PHIL 1, 10, 15
PRSN 1, 2
SL 1 (formerly 32), 2 (formerly 33), 3 (formerly 34), 4 (formerly 35) - (beginning Fall 1993)
SPAN 1* (or 1A* and 1B*) 2*, 3, 4, 10, 21
JA 1, 2, 21
KOR 21
PHIL 1, 10, 15
PRSN 1, 2
SL 1 (formerly 32), 2 (formerly 33), 3 (formerly 34), 4 (formerly 35) - (beginning Fall 1993)
SPAN 1* (or 1A* and 1B*) 2*, 3, 4, 10, 21
TA 30

*Beginning Fall 1988

AREA D: SOCIAL & BEHAVIORAL SCIENCES (At least three courses and 9 units required):

Select one course from Group A, one course from Group B, and one course from Group C as noted:

+ Group A: HIST 7 or 8 or 16 or 17 or 22 (No credit for HIST 22 if taken with HIST 7, 8, 16, or 17)

+ Group B: PS 1

Group C: One additional course selected from Area D (D1 thru D0) listed below:

D1 Anthropology

ANTH 2, 3, 6, 8, 9, 10, 14 (beginning Fall 2003)

D2 Economics

ECON 2, 4 (formerly 1), 20
[MGMT 100 (prior to Fall 1986)]

D3 Ethnic Studies

ANTH 4; CCS 1, 2, 10; HIST 20, 33 (beginning Fall 2001), 81;
PSYC 16 (formerly 116); SOC 4, 6, 20

D4 Gender Studies

ANTH 51; HIST 21; PS 21; PSYC 21; SOC 21; WS 10, 21, 40

D5 Geography

GEOG 2, 3, 38

D6 History

HIST 7, 8, 9, 11, 12, 16, 17, 19, 22, 25, 27, 28, 30, 31, 32, 40, 41, 60, 62 (beginning Fall 2003), 63 (beginning Fall 2003), 70, 71, 72, 74

D7 Interdisciplinary Social or Behavioral Science

ANTH/SP 20 (formerly 109); ECON/ENV 6; ENV 1; HIST/PS 61, 75, 80; PS/ECON 11; PSYC/SOC 30

D8 Political Science

PS 1, 2, 4, 12, 14, 17

D9 Psychology

PSYC 1, 2, 3, 7

D0 Sociology

SOC 1, 10, 15
(HS 100, 120 prior to Fall 1986)

+ Note: CSU Graduation Requirement in U.S. History, Constitution and American Ideals: 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, Group A and also PS 1 from Group B will meet all or part of this requirement.

AREA E: LIFE SKILLS (A minimum of three units are required):

+APSY 101
+FCS 115, 140, 142 (beginning Fall 1997)
+FN 60, 64
+GERO 101
+HLTH 1, 3
+HS 175 (beginning Fall 1995)
+PE 107 or select one course from PE 1, 2, 3, 4, 5, 6, 7, 8, 9, 28, 29, 50/DANC 50, PE 90, 93, 94 or DANC 63 (formerly PE/TA 63); or APE 1 or 107 (Note: one course maximum)
+PSYC 33
+WS 120

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 have been completed at Saddleback College.

Saddleback College will certify coursework completed at another California community college or any institution that participates in certifying general education coursework to the CSU, including CSU campuses other than the one to which the student is transferring, only if the courses are on the approved CSU general education list at the college where they were completed. Such a course will be certified in the General Education-Breadth area that is shown on the official certification list for the institution at which it was taken.

When coursework has been taken at a regionally accredited institution that does not maintain a CSU certification list, Saddleback College can certify the coursework provided that Saddleback College faculty determine that the coursework is equivalent to coursework on the approved Saddleback College General Education Breadth list.

Note: Coursework from Irvine Valley College or other community colleges with the same course number and/or title may not always be certified in the same category at Saddleback College for CSU G.E. Certification. Also similar coursework from accredited independent or private colleges will not always be certified unless the course content is deemed equivalent by Saddleback College faculty especially in certification areas: A2: Written Communication, A3: Critical Thinking, and B4: Mathematics.

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.

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.

The CSU certification service, performed by the Office of Admissions and Records, is available only when an official transcript is unnnnniiiiits ats ats ats ats arre re re re re reeeeeqqqqquuuuuiiiiirrrrreeeeed)d)d)d)d)

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.

The CSU certification service, performed by the Office of Admissions and Records, is available only when an official transcript is being sent to a California State University or any other college or university which accepts CSU certification.
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 refer to 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, and the transfer pattern section of the Saddleback College catalog for examples.

Also refer to the ASSIST website at www.assist.org which is the official California state-wide database listing a selection of campus-approved articulation/transfer agreements, general education requirements, and information on UC and CSU-transferable courses. Students are advised to contact a Saddleback College counselor for more information, and for details regarding other transfer agreements and options not available on ASSIST for your transfer college choice.

University of California
(Refer to the 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)

For further information regarding the application and admissions process, refer to PATHWAYS which is the UC’s online undergraduate application website: www.ucop.edu/pathways

+Eligibility for Transfer

California Residents: To qualify for admission to the University as a transfer student, a student must meet one of the following three sets of requirements. The pathway a student follows depends upon whether they were eligible for admission to the UC when they graduated from high school. California residents must have at least a "C" (2.0) average in all transferable college coursework.

1. Students who were eligible for admission to the University when they graduated from high school (meaning they satisfied the Subject, Scholarship, and Examination requirements, or were identified by the University during the senior year in high school as eligible under the Eligibility in the Local Context (ELC) program), are eligible to transfer if they have a "C" (2.0) average in transferable coursework.

2. Students who met the Scholarship Requirement but not the Subject Requirement must take transferable college courses in the missing subjects, earning a "C" or better in each required course, and have an overall "C" (2.0) average in all transferable college coursework to be eligible to transfer.

3. Students who were not eligible for admission to the University when they graduated from high school because they did not meet the Scholarship Requirement must:
   A. Complete 60 semester units or 90 quarter units of transferable college credit with a grade-point average of at least 2.4, with no more than 14 semester (21 quarter) units completed on a credit/no credit basis AND
   B. Complete the following course pattern requirement, earning a grade of "C" or better in each course:
      1) two transferable college courses (3 semester or 4-5 quarter units each) in English composition; and
      2) one transferable college course (3 semester or 4-5 quarter units) in mathematical concepts and quantitative reasoning; and

(Students who satisfy the Intersegmental General Education Transfer Curriculum (IGETC) prior to transferring to UC may satisfy Option 3B above of the transfer admission requirements.)

Nonresidents: The minimum admission requirements for nonresidents are very similar to those for California residents. However, nonresidents must have a grade point average of 2.8 or higher in all transferable coursework. Students are advised to consult with the Admissions Office at the UC campus of choice for details and specific 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.

Community College Transfer Priority Admission

UC campuses give priority consideration for admission to California community college students. A California community college student applying for admission to the University of California in advanced standing will be given priority admission over all other applicants if:

1) you were enrolled at one or more California community colleges for at least two terms (excluding summer sessions);
2) the last college attended before admission to a UC campus was a California community college (excluding summer sessions); and
3) you have completed at least 30 semester (45 quarter) UC-transferable units at one or more California community colleges.

Program Planning for Transfer to a UC Campus

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**

*(Information Subject to Change)*

The University of California Office of the President (UCOP) annually reviews Saddleback College course offerings to determine which courses are similar in nature, scope, and content to UC offerings. The following list of Saddleback College’s UC-transferable courses is based on information available at the time of catalog publication deadlines and is subject to change.

Saddleback College courses not listed which are numbered from 1 to 99 are either pending UC transfer credit subject to review by the UC Office of the President during the next update cycle, or were not approved as UC-transferable. For the most current information, consult with a Saddleback College counselor and refer to the ASSIST website at www.assist.org

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>UC Transfer Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 1A, 1B</td>
<td>Accounting 1</td>
<td>Maximum credit, 5 units. Both 1A and 1B must be taken for transfer credit to be granted.</td>
</tr>
<tr>
<td>ANTH 1, 1L, 2, 3, 4, 6, 7, 8, 9, 10, 12*, 13, 14, 15, 16, 20, 21</td>
<td>Anthropology</td>
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<tr>
<td>ASTR 20, 21, 25, 45, 189#</td>
<td>Astronomy</td>
<td>UC transfer status pending UC review</td>
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<td>BIO 1A, 1B, 3C</td>
<td>Biology</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>BORCH 10*, 23A, 23B, 24, 25, 31, 40, 44, 46, 50, 52, 65, 189#</td>
<td>Botany</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>BUS 1+, 12*, 14*, 31</td>
<td>Business</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>CHEM 1A, 1B, 3+, 12A, 12B, 189</td>
<td>Chemistry</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>CHI 1, 1A*, 1B*, 2, 21</td>
<td>Chinese</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>CIS 1, 2, 10</td>
<td>Computer Science</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>CS 1A*, 1B*, 2C, 3A, 3B, 4A, 4B, 18</td>
<td>Computer Science</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>CLSS 5</td>
<td>Classics</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>CS 1A*, 1B*, 2C, 3A, 3B, 4A, 4B, 18</td>
<td>Computer Science</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>CSC 1A*, 1B*, 2C, 3A, 3B, 4A, 4B, 18</td>
<td>Computer Science</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>DANC (Dance) 9, 10, 11, 50*, 51, 52, 53, 54, 55, 56, 57, 88, 89, 90, 61, 62, 63, 64, 65*</td>
<td>Dance</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>DR 23, 150*, 151*</td>
<td>Dance</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>EN 1, 6, 18, 19, 23, 24, 25, 30</td>
<td>English</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>ECON 2, 4 (formerly 1), 6, 11, 20*</td>
<td>Economics</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>FCS 1, 2, 3, 4, 5, 10+, 20, 21</td>
<td>Family, Consumer and Human Sciences</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>FR 1A*, 1B*, 2, 3, 4, 5, 10+, 20, 21</td>
<td>French</td>
<td>UC transfer status pending UC review</td>
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<tr>
<td>GC 170</td>
<td>General Chemistry</td>
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<tr>
<td>GEOG 1, 2, 3, 38</td>
<td>Geography</td>
<td>UC transfer status pending UC review</td>
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<tr>
<td>GEO 1, 2, 3, 4, 5, 6, 7, 20*, 21, 23, 189#</td>
<td>Geology</td>
<td>UC transfer status pending UC review</td>
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<tr>
<td>GER 1, 2, 3, 4, 10*</td>
<td>German</td>
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<tr>
<td>HEBR 1, 2</td>
<td>Hebrew</td>
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<tr>
<td>HIST 4, 5, 7*, 8*, 9, 10, 11, 12, 15, 16*, 17*, 19, 20, 21, 22*, 25, 26, 28, 29 (formerly 27), 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, 170, 189#</td>
<td>History</td>
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</tr>
<tr>
<td>HUM 1, 3, 10A, 10B, 21, 22, 25</td>
<td>Humanities</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>IDS 1, 2, 5</td>
<td>Intercultural Studies/Interdisciplinary Studies</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>JAP 1, 2, 21</td>
<td>Japanese</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>KOR 21</td>
<td>Korean</td>
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</tr>
<tr>
<td>MATH 2, 4 (formerly 1), 6, 11, 20*</td>
<td>Mathematics</td>
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<tr>
<td>MUS 1+, 10, 11, 12, 13, 14*, 15, 16, 20, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 37, 40, 41, 42, 43, 44, 45, 46*, 47, 49, 50, 51, 52, 54, 55, 56, 58, 59, 60, 61, 62, 63, 64, 65*, 66, 67, 74, 75, 80, 81, 82, 90, 92*, 93*, 180#</td>
<td>Music</td>
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<tr>
<td>MTH 23, 150*, 151*</td>
<td>Mathematics</td>
<td>UC transfer status pending UC review</td>
</tr>
<tr>
<td>*UC transfer status pending UC review</td>
<td></td>
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</tr>
</tbody>
</table>

**Note:**
- No credit for 20 if taken after 2 or 4.
- *No credit for transfer credit to be granted.
- +UC transfer status pending UC review and reinstatement/maximum two courses.
- UC transfer status pending UC review and reinstatement/maximum two courses.

**Transfer Patterns**
IGETC—The Intersegmental General Education Transfer Curriculum

(Information Subject to Change)

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 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.

Courses on this list are approved for the 2003-2004 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, CA 30 [F'94] denotes that this course must have been completed in the Fall 1994 semester or later to receive IGETC credit.

All courses for IGETC must be completed with a grade of "C" or better.

AREA 1—ENGLISH COMMUNICATION

A. English Composition: ENG 1A
B. Critical Thinking—Composition: ENG 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: SP 1 (required for CSU transfers only)

AREA 2—MATHEMATICAL CONCEPTS and QUANTITATIVE REASONING

(1 course required)

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

AREA 3—ARTS and HUMANITIES

(at least 3 courses, 9 semester units)

At least one course from the Arts, and one from the Humanities, and a third from either area.

Arts courses:
ART 1, 10, 20, 21, 22, 23, 24 [F'96], 25, 26, 28, 29 [F'02], CA 30 [F'94], DANC 64 (formerly PE/TA 64) [F'98], FA 27; MUS 20, 23, 24, 25, 26, 27 [F'94], 28 [F'94], 29 [F'94], PHOT 25; TA 20, 25, 26, Humanities courses:
CHI 21 [F'95], ENG 15A, 15B, 17A, 17B, 18, 19, 20, 21A, 21B, 23A [F'95], 23B, 24 [F'96], 25, 27A, 27B, 31 [F'02], 44 [F'96], 46, 50, 52 [F'97]; FR 3, 4, 20 [F'95], 21 [F'95], GER 3, 4; HIST 4, 5, 30*, 40*, 41*, 60*, 70*, 71*, 72* [F'01], 75*; PS 75*, HUM 1, 3, 10A, 10B, 11/DS 2, HUM 22/IDS 2; IATA 3, 4, 21 [F'95] JA 21 [F'95], KOR 21, PHIL 1, 10, 15, SL 3 (formerly 34) [F'98], 4 (formerly 35) [F'98]; SPAN 3, 4, 20A [F'91], 20B [F'91], 21A [F'01], 21B [F'01]

AREA 4—SOCIAL and BEHAVIORAL SCIENCES

(at least 3 courses, 9 semester units required)

Courses from at least two disciplines (courses listed by discipline, e.g., Anthropology, Political Science).

ANTH 2, 3 [F'03], 4 [F'03], 8 [F'02], 9, 16 [F'98], 14 [F'03], ANTH/ SP 29**, 30*, [F'98], ANTH 21; CSCI [F'96], [F'96], 10; ECON 2, 4 (formerly 1), ENV 6, ECON/PSS 11 [F'90], ECON 20** [F'94], ENVI [F'01], GEOS 2, 3; HIST 4*, 9* [F'95], 8** [F'96], 12 [F'02], 16** 17**, 19, 20; SOC 20, HIST 21, 22**, 27 [F'98], 28 [F'98], 30*, 33 [F'01], 40*, 41**, 60*, 61, PS 61, HIST 62 [F'03], 63 [F'03], 70*, 71*, 72* [F'01], 74 [F'98], 75*, PS 75*, HIST/PS 80 [F'00], HIST 81 [F'94]; PSY 1, 2, 12, 14, 21 [F'98]; PSYC 1, 2, 3, 7, 21, 30/ SOC 30; SOC 1, 2, 4, 5, 6, 15 [F'97], 21*, WS 10, 21, 40 [F'95]

AREA 5—PHYSICAL and BIOLOGICAL SCIENCES

(Two courses and a minimum of seven units required)

Select one Physical Science course and one Biological Science course; at least one course must include a laboratory.

All courses without a laboratory component are in parentheses.

A. Physical Science courses:
ASTR 20, 20 and 25, 25 (1) [F'01], CHEM 1A**, 1B**, 3A*, ENV/GEOL 23; GEOG (1), 1 and 1L [F'99]; GEOL 1, 2, 5, 20**, MS 4, 20; PHYS 2A**, 2B**, 4A**, 4B**, 20**.
B. Biological Science courses:
ANTH (1), 11D [F'98]; BIO 03A [formerly 1A], 1B [formerly 1B], 11, 16/ENV 18 [F'99], BIO 20** (40)

LANGUAGE OTHER THAN ENGLISH (required for UC transfers only): Proficiency equal to two years of study in one foreign language in high school. Example: Chinese 1 or 1A and 1B at Saddleback College.

Select from: ARAB (effective F'02); CHI, FR, GER, HEBR, ITA, JA, PRSN, SPAN, or SL 1 (formerly SL 32).

U.S. HISTORY, CONSTITUTION, AMERICAN IDEALS (CSU GRADUATION REQUIREMENT ONLY):

Students transferring to a CSU campus should complete HIST 7* or 8* or 16* or 17* or 22* and PS 1* to meet the American Institutions Requirement in addition to minimum IGETC requirements. Courses used to meet this requirement may not be used to satisfy requirements for IGETC, Area 4 (Social & Behavioral Sciences).

*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., BIO 20 or GEO 20. Credit may be limited for courses with overlapping content, e.g., HIST 7, 8, 16, 17, and 22 or MATH 2, 7, and 8. Refer to the "Courses Accepted for Transfer to the University of California" listing in this section of the catalog, and the ASSIST website at www.assist.org and the Counseling Services office at Saddleback College for additional information.

Note: 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 at Saddleback College for the latest information.

Certification of IGETC Requirements

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 IGETC list.

Note: Coursework from Irvine Valley College or other community colleges with the same course number and/or title may not always be certified in the same category at Saddleback College for IGETC. Also similar coursework from accredited independent or private colleges will not always be certified unless the course content is deemed equivalent by Saddleback College faculty-especially in certification areas: 1A-English Composition, 1B-Critical Thinking/Composition, and 2A-Mathematics.

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.

Partial Certification of IGETC Requirements

Effective 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. Typical situations which constitute good causes for not completing one or two IGETC courses are illness, unavailable or cancelled courses, military service, and unexpected hardships, such as family or employment problems, experienced in the final term before transfer. Students are advised to contact Saddleback College’s Counseling Services office for details.

University of California General Education Breadth Requirements

As previously indicated, each University of California (UC) campus has unique graduation requirements. Articulation agreements listing equivalent Saddleback College courses meeting general education breadth requirements at the following UC campuses are available in the Counseling Services office or refer to the ASSIST website at www.assist.org.

UC Berkeley
UC Davis
UC Irvine
UC Los Angeles
UC Riverside
UC San Diego
UC Santa Barbara
UC Santa Cruz

Full or partial articulation agreement information is available regarding course-to-course, or major requirements for the above campuses as well.

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), UC Riverside (Transfer Admission Guarantee), and UC Santa Cruz (Guaranteed Admission for Transfer Entry).

Independent California Colleges and Universities

There are 75 fully accredited independent colleges and universities currently affiliated with the Association of Independent California Colleges and Universities (AICCU) 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 available 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.

Students are advised to refer to the AICCU’s website at www.aiccu.edu.

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.
The California Articulation Number (CAN) system identifies 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 and is subject to change.

Students are advised to check with the Counseling Services office for the latest information, or refer to the CAN website at www.cansystem.org

<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 4</td>
</tr>
<tr>
<td>ACCT 1A+1B</td>
<td>CAN BUS SEQ A</td>
<td></td>
</tr>
<tr>
<td>ANTH 1</td>
<td>Physical Anthropology</td>
<td>ANTH 2</td>
</tr>
<tr>
<td>ANTH 2</td>
<td>Cultural Anthropology</td>
<td>ANTH 4</td>
</tr>
<tr>
<td>ANTH 9</td>
<td>Introduction to Archaeology</td>
<td>ANTH 6</td>
</tr>
<tr>
<td>ART 10</td>
<td>Beginning Ceramics</td>
<td>ART 6</td>
</tr>
<tr>
<td>ART 25</td>
<td>Survey of Art History</td>
<td>ART 2</td>
</tr>
<tr>
<td>ART 26</td>
<td>Survey of Art History: Ancient Worlds to Gothic</td>
<td>ART 2</td>
</tr>
<tr>
<td>ART 25+26</td>
<td>Survey of Art History: Ancient Worlds to Gothic</td>
<td>ART 2</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>BIO 3A</td>
<td>Fundamentals of Sculpture</td>
<td>ART 12</td>
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<tr>
<td>BIO 3B</td>
<td>Beginning Drawing</td>
<td>ART 8</td>
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<td>BIO 11</td>
<td>General Biology I</td>
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<tr>
<td>BIO 12</td>
<td>General Biology II</td>
<td>BIOL 6</td>
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<tr>
<td>BIO 14</td>
<td>Human Anatomy</td>
<td>BIOL 10</td>
</tr>
<tr>
<td>CHEM 1</td>
<td>Human Physiology</td>
<td>BIOL 12</td>
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<tr>
<td>CHEM 1A</td>
<td>CAN CHEM SEQ A</td>
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<tr>
<td>CHEM 1B</td>
<td>Introduction to Computer</td>
<td>BUS 6</td>
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<tr>
<td>CHEM 1A+1B</td>
<td>Information Systems</td>
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<tr>
<td>CIM 1</td>
<td>Computer Organization &amp;</td>
<td>CSCI 10</td>
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<tr>
<td>DR 23</td>
<td>Machine/Assembly Language</td>
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<tr>
<td>ECON 2</td>
<td>Engineering Graphics</td>
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<tr>
<td>ECON 4</td>
<td>Descriptive Geometry</td>
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<tr>
<td>ENG 1A</td>
<td>Principles (Macro)</td>
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<tr>
<td>ENG 1B</td>
<td>Principles (Micro)</td>
<td>ECON 4</td>
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<td>ENG 1A+1B</td>
<td>Principles of Composition I</td>
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<tr>
<td>ENG 3</td>
<td>Principles of Composition II</td>
<td>ENGL 4</td>
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<td>ENG 15A</td>
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<tr>
<td>ENG 15B</td>
<td>Introduction to Creative Writing</td>
<td>ENG 6</td>
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<tr>
<td>ENG 15A+15B</td>
<td>Survey of American Literature: 1620–1860</td>
<td>ENGL 14</td>
</tr>
<tr>
<td>ENG 17A</td>
<td>Survey of American Literature: 1860–Contemporary</td>
<td>ENGL 16</td>
</tr>
<tr>
<td>ENG 17B</td>
<td>Survey of English Literature: Beowulf to Romantic Movement</td>
<td>ENGL 8</td>
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<tr>
<td>ENG 17A+17B</td>
<td>Survey of English Literature: Beowulf to Romantic Movement</td>
<td>ENGL 10</td>
</tr>
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<td>ENG 27A</td>
<td>Introduction to the Novel</td>
<td>ENGL 18</td>
</tr>
<tr>
<td>ENG 27B</td>
<td>Introduction to Drama</td>
<td>ENGL 22</td>
</tr>
<tr>
<td>ENGR 31</td>
<td>Statics</td>
<td>ENGR 8</td>
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<td>ENGR 33</td>
<td>Electric Circuit Analysis</td>
<td>ENGR 12</td>
</tr>
<tr>
<td>FN 50</td>
<td>Fundamentals of Nutrition</td>
<td>FCS 2</td>
</tr>
<tr>
<td>FN 110</td>
<td>Modern Food Preparation</td>
<td>FCS 8</td>
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<tr>
<td>FR 1</td>
<td>Elementary French</td>
<td>FREN 2</td>
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<td>FR 2</td>
<td>Elementary French</td>
<td>FREN 4</td>
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<tr>
<td>FR 3</td>
<td>Intermediate French</td>
<td>FREN 8</td>
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<td>FR 4</td>
<td>Intermediate French</td>
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<tr>
<td>FR 1+2</td>
<td>CAN FREN SEQ A</td>
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<td>FR 3+4</td>
<td>CAN FREN SEQ B</td>
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<td>GEOG 1</td>
<td>Physical Geography</td>
<td>GEOG 2</td>
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<td>GEOG 2</td>
<td>Cultural Geography</td>
<td>GEOG 4</td>
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<td>Introduction to Physical Geology</td>
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<td>GER 2</td>
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<tr>
<td>GER 3+4</td>
<td>CAN GERM SEQ B</td>
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<td>HIST 4</td>
<td>World History to 1750</td>
<td>HIST 14</td>
</tr>
<tr>
<td>HIST 5</td>
<td>World History from 1750</td>
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<td>HIST 6</td>
<td>History of the United States</td>
<td>HIST 8</td>
</tr>
<tr>
<td>HIST 16</td>
<td>History of the United States</td>
<td>HIST 10</td>
</tr>
<tr>
<td>HIST 17</td>
<td>Since 1876</td>
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</tbody>
</table>
Saddleback College Catalog 2003/04 saddleback.edu

The following pages set forth some examples of course patterns at Saddleback College reflecting lower-division requirements for transfer majors which will articulate specifically with a university offering the degree or programs indicated. These are merely examples of the many majors available and represent, for the most part, the lower-division major requirements for nearby colleges or for special programs about which many students inquire and 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 find parallel courses in the Saddleback College catalog.

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Transfer Major Pattern Examples for Selected Programs and Campuses:

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.

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Administration of Justice

SEE CRIMINAL JUSTICE

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.

There is one specific lower-division requirement for this major to 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.

Because American Studies is interdisciplinary, the major may be effectively combined with subject matter studies necessary for either the Multiple Subject Teaching Credential (K-8) or Single Subject Credential (Grade 7-12) in social science. Students are advised to contact a Saddleback College counselor and CSUF's Center for Career Development at (714) 278-7130 as early as possible to plan efficient course selections for general education, the major and electives.

For the Single Subject Matter Preparation Program (Secondary Teaching Program in Social Sciences), complete the following: ECON 2, 4; GEOG 2 or 3; HIST 4, 5, 16, 17; 32; PHIL 1 or 10; PS 1 and one additional transferable political science course; also select one behavioral science course from: ANTH 1, 2, 9; PSYC 1, SOC 1.

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(Information Subject to Change)

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/non-vocational interests.

Students may want to complete an Associate Degree major of 20 units in a single academic discipline or in related fields. While not a requirement for transfer, the Associate Degree is generally recommended, and proper planning should enable students to satisfy requirements for graduation from Saddleback College.

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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 sequence (CSULB’s English 270A, 270B). CSULB will consider Saddleback’s ENG 15A, 15B on student petition as articulation status is pending CSULB review and approval at the time of catalog publication. Contact Saddleback College’s Articulation Office at (949) 582-4435 for status.

Refer to the CSULB catalog for further information regarding this program.

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts in American Studies (Liberal Arts & Sciences)

The flexibility of this interdisciplinary major allows graduates to enter a broad range of career areas, including journalism, law, law enforcement, environmental planning, teaching, archival work, museum curatorship, international business, librarianship, or government service. Many universities have graduate programs in American Studies. Graduate work may be required for entrance into a specific career field.

Lower-division Preparation for the Major: ANTH 2; ENG 1A, 15A, 15B; HIST 7 and 8 or HIST 16 and 17.

Proficiency equivalent to a Foreign Language level 3 is required, (Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College). Refer to the SDSU catalog for further details. Students interested in this major are advised to consult with an SDSU advisor.

Important: Students transferring to SDSU must have completed at least 60 transferable units.

ANTHROPOLOGY

ANTH 1, 2, 9.

CALIFORNIA STATE UNIVERSITY, FULLERTON (F)
CALIFORNIA STATE UNIVERSITY, LONG BEACH (LB)
SAN DIEGO STATE UNIVERSITY (SD) *
Bachelor of Arts in Anthropology

Lower-division Preparation: ANTH 1, 2, 9; BIO 3A, 3B, 3C; CHEM 1A, 1B, 12A; MATH 3A, 3B; PHYS 2A and 2B.

Architecture and Environmental Design Majors

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

*Transfer credit for all Architecture (ARCH) course equivalencies listed below is subject to portfolio review at Cal Poly Pomona.

Bachelor of Architecture


Cal Poly Pomona lower-division preparation should also include: ECON 2, 4; ENG 1A*, 1B*; HIST 17; MATH 124*; PHYS 2A*; SP 1* or 5*. These course equivalencies satisfy a portion of Pomona’s general education requirements for this major.

*Note: Because this major is impacted, applications are accepted only during the CSU priority filing period. Students must complete ENG 1A and ENG 1B, SP 1 or SP 5, and MATH 124 and PHYS 2A no later than the Fall semester prior to transfer.

Bachelor of Science in Landscape Architecture

Note: There are no articulated courses meeting lower-division major preparation for this major to be taken prior to transfer. Interested students are advised to consult with a Cal Poly Pomona advisor.

Cal Poly Pomona recommended preparation should include the following course equivalencies which satisfy a portion of the support and general education requirements for this major: ART 80; BIO 20; BUS 1; CHEM 1A; ECON 2, 4; ENG 1A, 1B; HIST 17; MATH 124; SP 1 or 5.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

+Transfer credit for all Architecture (ARCH) course equivalencies listed below is subject to portfolio review at Cal Poly San Luis Obispo.

Bachelor of Architecture

Lower-division Major Course Requirements: +ARCH (124A and 124B), 126, +134, +136, 142.

Lower-division Support Courses: +ARCH 110, +144, (ARCH 150 recommended); ENGR 31; MATH 3A*; PHYS 2A* and 2B.

Bachelor of Science in Architectural Engineering

Lower-division Major Course Requirements: ENGR 31

Lower-division Support Courses: +ARCH 110; (124A and 124B), 126, 142; CHEM 1A*; CS 1B; ENGR 33; GEOL 1; MATH 3A*, 3B*, 3C*, 24; PHYS 4A*-.4B-.4C.

Bachelor of Science in City and Regional Planning

Lower-division Support Courses: +ARCH 110; ECON 20; MATH 7* or 8*; (GEOL 1 and MATH 10 are recommended).

Bachelor of Science in Landscape Architecture

Lower-division Support Courses: +ARCH 110; BIO 3A*, 3B; HORT 10, 11; MATH 7* or 8*, 124*; (MATH 10 recommended).

*Course equivalents listed above also apply toward 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) sections in this catalog. Completion of general education requirements before transfer is strongly recommended.

UNIVERSITY OF CALIFORNIA, BERKELEY

Architecture

Lower-division Design Prerequisites: ARCH (110 and 112), (134 and 144), ART 80 and ARCH 142

Lower-division Non-Design Prerequisites: ENG 1A, 1B, 25; MATH 3A, 3B; PHYS 4A.

UC Berkeley does not recommend IGETC for this major. Refer to the UCB catalog or ASSIST at www.assist.org for details regarding G.E. breadth requirements.

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, 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/GD 140, ART/GD 144; Sculpture: ART 60, 61, 62, 70, 71, 72; Ceramics: ART 10, 11; Drawing and Painting: ART 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.

Bachelor of Fine Arts in Art

The Bachelor of Fine Arts degree at CSU Fullerton is a professional program providing directed studies in nine studio concentrations within the visual arts.

Upon admission to CSUF with art as the major, students are placed within the visual arts program providing directed studies in nine studio concentrations.

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

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

Ceramics: *Studio Core and ART 10, 11, 25, 26, 85 required; and 6 units of studio electives selected from: ART 51, 52, 60, 61, 62, 70, 71, 72, 81, 140, 144, 175.

Crafts: *Studio Core and ART 25, 26, 81 required; and 6 units of studio electives selected from: ART 10, 11, 51, 52, 60, 61, 62, 70, 71, 72, 81, 85, 140, 144, 175.

Creative Photography: *Studio Core and ART 25, 26, 60 (or 61 or 62), 85 required; and 6 units of studio electives selected from: ART 10, 11, 51, 52, 60, 61, 62, 70, 71, 72, 81, 85, 140, 144, 175.

Drawing and Painting: *Studio Core and ART 25, 26, 51, 52, 85 required; and 6 units of studio electives selected from: ART 10, 11, 51, 52, 60, 61, 62, 70, 71, 72, 81, 85, 140, 144, 175.

Entertainment Art/Animation: *Studio Core and ART 25, 26, 85 required; and 3 units from ART 60, 61, 62, 70, 71, 72, 81, 175; and 3 units of studio electives from ART 10, 11, 51, 52, 140 and 144.

Graphic Design: *Studio Core and ART 25, 26, 85, 144 (or GD 144), (GD 140 or ART 140) required; and 6 units of studio electives selected from: ART 10, 11, 51, 52, 60, 61, 62, 70, 71, 72, 81, 175.

Illustration: *Studio Core and ART 25, 26, 85, 144 (or GD 144) required; and 6 units of studio electives selected from: ART 10, 11, 51, 52, 60, 61, 62, 70, 71, 72, 81, 140, 175.

Printmaking: *Studio Core and ART 25, 26, 51, (60 or 61 or 62), 85 required; and 6 units of studio electives selected from: ART 10, 11, 51, 52, 60, 61, 62, 70, 71, 72, 81, 140, 144, 175.

Sculpture: *Studio Core and ART 25, 26, 85 required; and 2 courses from: ART 70, 71, 72, 175 (include at least ART 71 or 72), and select 6 units of studio electives from the following if not previously taken: ART 10, 11, 51, 52, 60, 61, 62, 70, 71, 72, 81, 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 Studio Art, Art History, or Art Education

Lower-division Preparation:

Studio Art: ART 25, 26, 40, 41, 50, 80, 85, and select one course from: ART 10, 11, 70 or 78.

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 (or refer to the CSULB catalog for other options regarding the foreign language requirement for this major.)

Art Education: ART 10, 11, 25, 26, 40, 41, 50, 80, 85. (Single Subject Instruction—Ryan Act-major 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; PHOT 50; and one 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, 40, 41, 50, 80, 85; and one course from: ART 10, 11, 70 or 78.

Graphic Design (Visual Communication): ART 25, 26, 40, 41, 50, 80, 85, 144

Illustration: ART 25, 26, 40, 41, 50, 80, 85, 144; GD 141

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

Printmaking: ART 25, 26, 40, 41, 50, 80, 85; PHOT 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.

*Note: Admissions is on a competitive basis, and continuing CSULB students and transfer applicants will be considered equally. Transfer applicants must apply during the initial filing period and must designate the major on the application. Students who are not admitted to the major will be admitted to an alternate major if they have listed one on the application. If no alternate major is listed, the student will not be admitted to the university. Students are advised to refer to the CSULB catalog and contact CSULB's College of the Arts for further details and selection criteria for these programs.
UNIVERSITY OF CALIFORNIA, IRVINE
Bachelor of Arts in Studio Art

Lower-division Preparation: ART 25, 26, and 28; and four courses in different media:

  Drawing: ART 80, 81
  Painting: ART 50, 51
  Basic Sculpture: ART 70, 71
  Ceramic Sculpture: ART 10
  Digital Imaging: 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:

Complete ENG 1A and 1B and HUM 10A and 10B; OR

Complete ENG 1A and 1B and HUM 1 and 3; OR

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

  Writing: ENG 1A, 1B
  History: HIST 4, 5, 7, 8, 16, 17, 62, 63
  Philosophy: PHIL 1, 15

G.E. Breadth requirements: Information regarding UCI G.E. requirements is available in Saddleback’s Counseling Services Office or refer to the ASSIST website at www.assist.org

Astronomy

SAN DIEGO STATE UNIVERSITY

Bachelor of Arts--Astronomy

Lower-division Requirements: ASTR 20; MATH 3A, 3B, 3C; PHYS 4A, 4B, 4C.

SDSU Recommended Courses: CHEM 1A and CS 1B.

Foreign Language Requirement: Proficiency equivalent to a Foreign Language level 3 is required. (Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College).

Bachelor of Science--Astronomy

Lower-division Requirements: ASTR 20; MATH 3A, 3B, 3C; PHYS 4A, 4B, 4C.

SDSU Recommended Courses: CHEM 1A and CS 1B.

Students majoring in astronomy for the Bachelor of Science degree must also complete a minor in Mathematics after transfer.

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.

Important: Students transferring to SDSU must have completed at least 60 transferable units.

Biochemistry

CALIFORNIA STATE UNIVERSITY, FULLERTON

Bachelor of Science in Biochemistry

The B.S. degree is recommended for students planning to go directly into professional biochemistry and for students planning to attend graduate school in biochemistry or molecular biology. It is also excellent preparation for medical, dental, and pharmacy school.

Lower-division Preparation: CHEM 1A, 1B, 12A, 12B; PHYS 4A, 4B, 4C (PHYS 2A and 2B are acceptable substitutions only with prior approval by CSUF’s Biochemistry chair or advisor); MATH 3A, 3B, 3C.

Biological Sciences

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:

CHEM 3 (or high school chemistry as indicated above)

MATH 253 and 124 (intermediate algebra and trigonometry and/or MATH 2 (pre-calculus mathematics, if major requires calculus or calculus-based physics)

CALIFORNIA STATE UNIVERSITY, FULLERTON

Bachelor of Arts in Biological Science

The following subdisciplines of biology are available at CSU Fullerton: botany, cell and molecular biology, ecology, genetics, marine biology, medical biology, microbiology, and zoology.

To qualify for a baccalaureate degree in Biological Sciences, students must have a 2.0 overall GPA in all required supporting courses. No credit toward the major will be allowed for biological science courses in which a grade of D or F is obtained. Courses taken under the credit/no credit grade option may not be applied toward this major.

Lower-division Core Requirements: BIO 3A and 3B and 3C (complete sequence prior to transfer). 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:

CHEM 1A, 1B, 12A, 12B; PHYS 2A and 2B; MATH 3A or 11.

Note: For the Single Subject Matter Preparation Program in Biological Science (Secondary Teaching Program), ADD: GEOL 1.

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

This degree includes a general biology option and six additional specialized options in biology education, botany, cellular and molecular biology/genetics, ecology and environmental biology, physiology, and zoology.

Core Courses:

Biology (General) Option: BIO 3A, 3B, 3C; CHEM 1A, 1B; MATH 3A, 3B; PHYS 2A and 2B.

Biology Education Option - (This program is designed solely for the Single Subject Teaching Credential in Science-Biological Science Concentration): ASTR 20; BIO 3A, 3B, 3C; CHEM 1A, 1B; GEOL 1; MS 20; MATH 3A; PHYS 2A and 2B.

Botany Option: BIO 3A, 3B, 3C; CHEM 1A, 1B; MATH 3A, 3B; PHYS 2A and 2B.

Cellular and Molecular Biology/Genetics Option: BIO 3A, 3B, 3C; CHEM 1A, 1B; MATH 3A, 3B; PHYS 2A and 2B.

Ecology and Environmental Biology: BIO 3A, 3B, 3C; CHEM 1A, 1B; GEOL 1; MATH 3A, 3B; PHYS 2A and 2B.
Biology Option: BIO 3A, 3B, 3C; CHEM 1A, 1B; GEOL 1 or BIO 15; MATH 3A, 3B; PHYS 2A and 2B.

Bachelor of Science in Marine Biology

Lower-division Preparation: BIO 3A, 3B, 3C, 19; CHEM 1A, 1B; MATH 3A, 3B; PHYS 2A and 2B.

Refer to the CSU Long Beach catalog for further details regarding either degree program.

California State University, San Marcos

Bachelor of Science in Biology

Recommended lower-division preparation: BIO 3A, 3B and 3C; CHEM 1A, 1B, 12A, 12B; MATH 3A, 3B; PHYS 2A and 2B.

Note: Before graduating, CSU San Marcos (CSUSM) students must demonstrate proficiency in a language other than English by examination or by completion of Level 3 of a language course other than English-CSUSM also accepts American Sign Language (ASL) in fulfillment of this requirement (SL 3 at Saddleback College). Computer competency is also a graduation requirement which may be met by examination or by completing a computer applications course (e.g., CIM 1 or CS 1A at Saddleback College). The "language other than English" and "computer competency" requirements must be met with a grade of "C" or better. For further details regarding this program, refer to the CSUSM catalog and the ASSIST website www.assist.org

San Diego State University

Bachelor of Science in Biology and *Bachelor of Arts in Biology

Programs include the following emphases: Cellular and Molecular Biology, Ecology, General Biology, Evolution and Systematics, Marine Biology, and Zoology.

*Lower-division preparation for all programs: BIO 3A, 3B, 3C; CHEM 1A, 1B, 12A; MATH 3A; PHYS 2A and 2B.

ADD: CS 1B for the Ecology emphasis

*Foreign Language Requirement for the B.A. in Biology: Proficiency equivalent to a Foreign Language level 3 is required. (Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College).

For further details regarding GPA and selection criteria for these impacted programs, refer to the SDSU catalog and the ASSIST website at www.assist.org.

Important: Students transferring to SDSU must have completed at least 60 transferable units.

University of California, Davis

Bachelor of Science in Biological Sciences

Transfer students are strongly advised to complete as many preparatory courses as possible for this major prior to transfer.

Lower-division Preparation: BIO 3A, 3B, 3C; CHEM 1A, 1B, 12A, 12B; MATH 10, 3A, 3B; PHYS 2A, 2B.

For further details regarding this program, refer to the UC Davis catalog and the ASSIST website www.assist.org

University of California, Irvine

Bachelor of Science in Biological Sciences

Lower-division Preparation:

Preference will be given to junior-level applicants with 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.

Humanities Requirement: All transfer majors in biological sciences are required to complete ENG 1A and 1B, and two UC-transferable courses chosen from English Literature, History, Humanities or Philosophy (excluding logic).

Note: 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: BIO 3A, 3B, 3C; CHEM 1A, 1B, 12A, 12B; MATH 3A, 3B (preferred) or *MATH 3A and *MATH 10; PHYS 4A and 4B or (4A and 4C).

*MATH 3A and MATH 10 combination is unique to this UCI major and should only be taken by students who are certain they will transfer to UCI.

For further details regarding this program, refer to the UCI catalog and the ASSIST website www.assist.org

University of California, Los Angeles

Bachelor of Science in Biology

The Biology major is designed for students with a broad interest in biology and careers in a wide range of biological and health-related fields. This major is highly selective. For additional information, students are advised to refer to the UCLA catalog and the ASSIST website at www.assist.org

Lower-division Preparation: BIO 3A, 3B, 3C; CHEM 1A, 1B, 12A, 12B; MATH 3A, 3B, 10; PHYS 4A and 4B and 4C.

University of Southern California

Bachelor of Science in Biological Sciences

Lower-division Preparation: BIO 3A, 3B, 3C; CHEM 1A, 1B, 12A, 12B; MATH 3A; PHYS 2A and 2B or 4A and 4B and 4C.

Also refer to the “Transferring to USC” booklet for general education and prerequisite information (available in the Counseling Services office), or online at www.usc.edu/admission

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, Dominguez Hills

Bachelor of Science in Business Administration

Areas of concentration for this major include: Accounting, E-Commerce, Finance, General Business, Information Systems, International Business, Management & Human Resources, and Marketing. Transfer students are advised to complete lower-division G.E. requirements, including the appropriate courses in English and mathematics. All lower-division courses required for the major must be completed with a grade of "C" or better. For additional information regarding this major, refer to the CSUDH catalog, and the ASSIST website at www.assist.org

Lower-division Core Requirements: ACCT 1A, 1B; BUS 12; CIM 1; ECON 2, 4.

ADD for the International Business concentration: Competency in a foreign language is highly recommended by CSU Dominguez Hills for students pursuing this concentration. Students are advised to refer to the CSUDH catalog for details.
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, Entertainment & Tourism, Entrepreneurship, Finance, Management, Management Information Systems, Management Science, and Marketing. A Bachelor of Arts in Economics is also offered (see Economics section of example transfer patterns). 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.

Lower-division Core Requirements: ACCT 1A, 1B; BUS 14, 104; CIM 1; ECON 2, 4; MATH 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: ANTH 2, GEG 3, PS 4, PSYC 1, or SOC 1.

For further details regarding this program, refer to the CSU Fullerton catalog and the ASSIST website www.assist.org

Bachelor of Arts in International Business

Lower-division Core Requirements: ACCT 1A, 1B; BUS 14, 104; CIM 1; ECON 2, 4; MATH 3A or 11.

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

Competency at the level of Chinese, 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; Finance, Real Estate and Law; Human Resources Management; International Business; Management; Management Information Systems; Marketing; Operations Management.

Required Lower-division Preparation: ACCT 1A; BUS 12; CIM 1; ECON 2, 4; MATH 9, 11; PHIL 12 or 15 (Note: Accountancy majors must take PHIL 15, and MIS majors must take PHIL 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.

Note: This is an impacted program. Per CSULB, a cumulative GPA of 3.0 or higher is required. Students with a GPA between 2.40 and 2.99 will only be admitted on a space available basis. Students with a cumulative GPA below 2.4 will not be admitted. Refer to the CSULB catalog for additional information.

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, POMONA
Bachelor of Science in Business Administration

(Options in Accounting; Business Law and Contract Management; Computer Information Systems; eBusiness; Finance; International Business; Management & Human Resources; Marketing Management; Technology & Operations Management; Real Estate.)

Lower-division Core Requirements for all Concentrations: ACCT 1A, 1B; BUS 14; *CIM 1 or 10; ECON 2, 4; MATH 10. *Note: CIM 1 or 10 can be used to fulfill Cal Poly Pomona’s Microcomputer Proficiency requirement for this major.

ADD for Accounting Concentration: ENG 1B; MATH 11.

ADD for Computer Information Systems Concentration: CIM 6A, 7A.

ADD for Finance, Real Estate & Law Concentration: ENG 1B; MATH 11; RE 170.

ADD for International Business Concentration: (Foreign Language Proficiency Requirement) Students must demonstrate proficiency in reading, writing, and speaking a foreign language. This requirement can be satisfied by high school and/or college-level courses, or by examination. Refer to the Cal Poly Pomona catalog for details.

ADD for Marketing Management Concentration: PSYC 1.

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: ACCT 1A, 1B; BUS 12 or 14.

Lower-division Support Courses: ECON 2*, 4; MATH 10*, 11*; Recommended: CIM 1 or CS 1B.

ADD for the MIS Concentration: CIM 7A or CS 1B or CS 4A or CS 4B.

*These required support course equivalents will 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 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:

ACCT 1A, 1B; ECON 2, 4; MATH 11; PSYC 1 or SOC 1.

BUS 12 is strongly recommended by CSUSM for students choosing the Accountancy/Finance option.

Note: Before graduating, CSU San Marcos (CSUSM) students must demonstrate proficiency in a language other than English by examination or by completion of Level 3 of a language course other than English-CSUSM also accepts American Sign Language (ASL) in fulfillment of this requirement (SL 3 at Saddleback College). Computer competency is also a graduation requirement which may be met by examination or by completing a computer applications course (e.g., CIM 1 or CS 1A at Saddleback College). The “language other than English” and “computer competency” requirements must be met with a grade of “C” or better. Refer to the CSUSM catalog for more information.
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CHAPMAN UNIVERSITY

Bachelor of Science in Business Administration, or Accounting

Required Lower-division Preparation: ACCT 1A, 1B; BUS 14; CIM 1 or 10; ECON 2, 4; MATH 2 and 3A or 11; PHIL 15.

Note: Chapman University accepts either the CSU G.E. Certification or CSU IGETC Certification in fulfillment of their Basic Subjects, Preparatory Skills, and G.E. Breadth requirements. Refer to the Chapman University Catalog for information on Chapman’s Common Requirements in foreign language and cultural heritage.

SAN DIEGO STATE UNIVERSITY

Bachelor of Science in Business Administration (majors)

Majors offered are: Accounting (B.S.), Finance (B.S.), Financial Services (B.S.), Hospitality & Tourism Management (B.S.), Information Systems (B.S.), International Business (B.A.), Management (B.S.), Marketing (B.S.), and Real Estate (B.S.).

Note: Refer to the SDSU catalog and the ASSIST website www.assist.org for GPA requirements and further details regarding this impacted program.

Required Lower-division Preparation for All Majors:

- ACCT 1A, 1B
- BUS 14 and BUS 104*
- CIM 1 or 10
- ECON 2 and 4
- MATH 3A* or 11** and 10

*BUS 104 is not required for Accounting or International Business majors.

**MATH 3A or 11 is not required for International Business majors; MATH 11 is required for Management majors.

Note: The International Business major is also designated as an impacted program and specific regulations related to admissions are imposed. Students are advised to complete lower-division equivalencies for the foreign language and regional/cultural studies emphases portions of this major at Saddleback College. Refer to the SDSU catalog for more details.

General Education Requirement: Refer to the introduction to this section of the catalog for information regarding certification of General Education requirements for the California State University.

Important: Students transferring to SDSU must have completed at least 60 transferable units.

UNIVERSITY OF CALIFORNIA, RIVERSIDE

Bachelor of Science in Business Administration

Lower-division Preparation: ACCT 1A, 1B; BUS 1; CIM 1 or CS 1A; ECON 2, 4; MATH 8 and 11 or 3A, 10, 26; PSYC 2.

UCR strongly recommends that IGETC is completed prior to transfer, as this will fulfill all general education requirements. Please refer to the UCR catalog or ASSIST at www.assist.org for further details.

UNIVERSITY OF SOUTHERN CALIFORNIA

Bachelor of Science in Business Administration

*Required Lower-division Courses: CIM 10#: ECON 2, 4; ENG 1A, 1B; MATH 8**, 11**

• Students who successfully complete Saddleback’s ACCT 1A 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 Marshall School of Business-Office of Undergraduate Admissions at (213) 740-8885 or their website at www.marshall.usc.edu for more information.

#CIM 10 is required at Saddleback College. CIM 1 is no longer an equivalency for this program. Credit for CIM 1 will be granted by USC only if the course was taken no later than Spring 2002.

**Completion of MATH 8 will waive USC’s MATH 117. Completion of either MATH 3A (equivalency for USC MATH 125-Calculus I) or MATH 11 will waive both 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 online at www.usc.edu/admission.

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: CHEM 1A, 1B, 12A, 12B; MATH 3A, 3B, 3C, 24, 26; PHYS 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: CHEM 1A, 1B, 12A, 12B; MATH 3A, 3B; PHYS 2A and 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: CHEM 1A, 1B, 12A, 12B; MATH 3A, 3B, 3C, 4A, 4B.

Bachelor of Arts in Chemistry
Lower-division Requirements: CHEM 1A, 1B, 12A, 12B; MATH 3A, 3B, 3C, 4A, 4B.

Bachelor of Science in Biochemistry
Lower-division Requirements: CHEM 1A, 1B, 12A, 12B; MATH 3A, 3B, 3C; PHYS 3A, 3B, 3C.

Bachelor of Science in Psychology
Lower-division Requirements: BIO 3A, 3B, 3C; MATH 3A, 3B, 3C; PHYS 4A, 4B, 4C.

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

UNIVERSITY OF CALIFORNIA, IRVINE
Bachelor of Science in Chemistry
Lower-division Requirements: CHEM 1A, 1B, 12A, 12B; MATH 3A, 3B, 3C, 4A, 4B.

*Students must take UCI’s CHEM 5, 151 and 151L after transfer.

Much of the important chemical literature is printed in foreign languages, principally German, Russian, Japanese, and French. Reading competence in one or more of these languages is recommended by UCI. Students are expected to have the ability to express ideas in written English with clarity and precision. Refer to the UCI catalog or ASSIST at www.assist.org for more information regarding this major.

UNIVERSITY OF CALIFORNIA, SAN DIEGO
Bachelor of Science in Chemistry
Required Lower-division Courses: CHEM 1A, 1B, 12A, 12B; MATH 3A, 3B, 3C, 4A, 4B, 4C.

UNIVERSITY OF SOUTHERN CALIFORNIA
Bachelor of Science in Chemistry
Required Lower-division Courses: CHEM 1A, 1B; MATH 3A, 3B, 3C or 26; PHYS 4A, 4B, 4C. MATH 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: CHEM 1A, 1B; MATH 3A, 3B, 3C or 26; PHYS 4A, 4B, 4C.

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 online at www.usc.edu/admission

Child Development and Human Development

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Science in Child and Adolescent 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 51-unit major total, but no upper-division credit is given for any lower-division coursework.

The following courses are recommended: HD or SE 112; SOC 15.

Note: Application of transfer units to major requirements for this program must be approved by a CSUF academic adviser in the Department of Child and Adolescent Studies, and a grade of "C" or better is required for all courses applied to the major.

Students planning to transfer to CSUF’s Child Development program are advised to complete the California State University general education certification pattern including courses in general biology, general sociology, and general psychology. Refer to the CSUF catalog and the ASSIST website at www.assist.org for further details regarding program requirements.

Note: Students interested in elementary teaching should refer to the Liberal Studies major example in this catalog for specific requirements for the Multiple Subject Matter Preparation Program (MSMPP).

CALIFORNIA STATE UNIVERSITY, LONG BEACH
(See Family and Consumer Sciences)

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
Bachelor of Science in Child Development
The Child Development major is designed for students who are interested in working with children in educational settings.

Required Lower-division Courses: HD 103, 105, 181; PSYC 7.

*Lower-division Support Courses: FN 50; PSYC 1*, 30 or SOC 30.

*Course equivalents listed above also apply toward 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) 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: BIO 20; HD 101; MATH 10; PSYC 1, 7*; SOC 1, 10, 15

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

*PSYC 7 is applicable toward the major only if PSYC 1 is taken prior to enrollment at SDSU.
Students are advised to refer to the SDSU catalog and the ASSIST website at www.assist.org for additional information regarding GPA and selection criteria for this impacted major.

Important: Students transferring to SDSU must have completed at least 60 transferable units.

**Chiropractic (pre-Chiropractic)**

**CLEVELAND CHIROPRACTIC COLLEGE**

*Lower-division Preparation:* ENG 11, 12; CHEM 1A, 1B, 12A, 12B; ECON 2; ENG 1A, 15B; HIST 16 and 17; MATH 7 or 8; PHYS 2A and 2B; PSYC 1; SOC 1; SP 1.

For further details regarding this program, students are advised to refer to the Cleveland Chiropractic College website at www.cleveland.edu

**SOUTHERN CALIFORNIA UNIVERSITY OF HEALTH SCIENCES—LOS ANGELES COLLEGE OF CHIROPRACTIC**

Applicants for admission must have completed a minimum of 90 semester units leading to a baccalaureate degree in the arts or sciences with a minimum cumulative GPA of 2.50 (2.75 preferred) on a 4.0 scale. These requirements may increase annually, culminating to a bachelor’s degree and a minimum GPA of 3.00. Science courses must be taken in sequential order and must include laboratories. Beginning Fall 2003, 30 semester units of upper-division work will be required after transfer. The following course prerequisites must be completed with a grade of “C” or better:

*Lower-division Preparation:* ENG 1A and 1B or SP 1; and a minimum of 15 semester units in social sciences or humanities selected from baccalaureate-level courses.

Other required courses include the following: CHEM 1A, 1B, 12A, 12B; PHYS 2A and 2B or 4A and 4B; PSYC 1; and select two equivalencies from: BIO 3A, 3C, 11, 12, 15.

Students are advised to contact the Los Angeles College of Chiropractic Admissions Office for further information regarding this program (562) 902-3309.

**Communications**

**CALIFORNIA STATE UNIVERSITY, FULLERTON**

**Bachelor of Arts in Communications**

*Core (required for all programs listed below):* JRN 1 or CA 1.

- **Advertising Concentration:** (see core requirement)
- **Entertainment Studies Concentration:** ADD: JRN 2
- **Journalism Concentration (see emphases below):**
  - **Broadcast Journalism Emphasis:** ADD: JRN 2; CA 128.
  - **Photo Journalism Emphasis:** ADD: JRN 2; PHOT 50
  - **Print Journalism Emphasis:** ADD: JRN 2
  - **Visual Journalism Emphasis:** ADD: JRN 2
  - **Public Relations Concentration:** ADD: JRN 2

General education requirements may be satisfied by following the CSU certification pattern outlined in the introduction to this section of the catalog.

*•*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 program requirements.

**CALIFORNIA STATE UNIVERSITY, LONG BEACH**

**Bachelor of Arts in Journalism**

Students must complete ENG 1A and 1B; CA 1 or JRN 1, and JRN 2 with a minimum grade of “C” in each course for the major.

Transferable 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 following options:**

- **Broadcast Journalism:** CA 1 or JRN 1, 2; SP 35
- **Print Journalism:** CA 1 or JRN 1, 2; a foreign language is also recommended by CSULB for majors in this option.
- **Public Relations:** CA 1 or JRN 1, 2; 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 CSULB catalog for additional information and selection criteria for this major.

**SAN DIEGO STATE UNIVERSITY**

The following majors are impacted. Refer to the SDSU catalog and the ASSIST website at www.assist.org for selection criteria and GPA requirements.

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

*Lower-division Preparation (for both Advertising and Public Relations Emphases):* CA 1 or JRN 1; ECON 2; JRN 2; PS 1, 4

*Foreign Language Requirement:* Proficiency equivalent to a Foreign Language level 3 is required. (Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College).

**Bachelor of Arts Degree - Journalism**

*Lower-division Preparation:* CA 1 or JRN 1; ECON 2; JRN 2; PS 1, 4, 14

*Foreign Language Requirement:* Proficiency equivalent to a Foreign Language level 3 is required, (Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College).

General Education: Refer to CSU G.E. certification requirements.

Important: Students transferring to SDSU must have completed at least 60 transferable units.

**Computer Science**

**CALIFORNIA STATE UNIVERSITY, FULLERTON**

**Bachelor of Science in Computer Science**

*Lower-division Core:* CS 2B, 3B; CIM 172A.

*Requirements in Related Fields:*

- **Mathematics Requirement:** MATH 3A, 3B.
- **Physical Sciences:** Select one of the following course combinations: PHYS 4A, 4B, or CHEM 1A, 1B, or GEOL 1 (plus CSUF’s Geology 201 after transfer).
- **Biological Sciences:** BIO 20.

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. For further information regarding this program, students are advised to refer to the CSUF catalog and the ASSIST website at www.assist.org

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Computer Engineering
Lower-division Preparation: CS 1B*, 2B, (4A or CIM 7A); MATH 3A; PHYS 4A, 4B.

Bachelor of Science in Computer Science
Lower-division Preparation: CS 1B*, 2B, (4A or CIM 7A); MATH 3A, 26; PHYS 4A, 4B; and four units of CSULB advisor-approved courses in science or with a strong emphasis in quantitative methods or take after transfer.

*Equivalency for CS 1B pending CSULB approval at the time of catalog publication. Contact the Articulation Office at Saddleback College regarding status (949) 582-4435.

General Education: Refer to CSU G.E. certification requirements.

SAN DIEGO STATE UNIVERSITY
Bachelor of Science in Applied Arts and Sciences - Computer Science Major

Bachelor of Science - Information and Computer Science Major

There is a limit on the number of applicants admitted into the major at UCI. Preference is given by UCI to junior-level applicants with the highest grades overall. UCI strongly recommends that transfer students enter this major with knowledge of Java as it is used in most programming-related courses.

Lower-division Requirements: CS 1A and 2B and CS 4A and 4B (students must complete all four of the preceding courses to receive credit for UCI’s ICS 21-22 sequence); CS 3A and 3B are also required to receive credit for UCI’s ICS 51; and MATH 3A, 3B, 26.

Refer to the UC Irvine catalog or the ASSIST website for further details regarding this major. Lower-division requirements listed above should be completed prior to transfer. Information regarding UCI G.E. breadth requirements is available in Saddleback’s Counseling Services office or refer to the ASSIST website at www.assist.org

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Bachelor of Arts in Computer Science

Bachelor of Science in Computer Science
Lower-division Preparation: CS 2B, 3A and 3B, 4A*; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C; and select BIO 3A+3B+3C or BIO 20 or CHEM 1A.

Bachelor of Science in Computer Engineering
Lower-division Preparation: CS 2B, 3A and 3B, 4A*; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C.

*CS 4A (Introduction to JAVA for Computer Science) is pending UCSD approval at the time of catalog publication. Contact the Articulation Office at Saddleback College regarding status (949) 582-4435.

Per UCSD, Computer Science and Engineering (CSE) majors are highly impacted and subject to special screening criteria. For details regarding program requirements and GPA, refer to the UCSD catalog, Counseling Services at Saddleback College, and the ASSIST website at www.assist.org

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Criminal Justice

Students intending to transfer from a community college to CSULB for the B.S. in Criminal Justice program are advised to complete general education requirements prior to transfer. Saddleback’s HS 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 CSU transferable lower-division coursework of a related nature (e.g., administration of justice, police science, etc.) as CSUF’s Criminal Justice offerings are exclusively upper-division. Prospective transfers should contact the CSUF Division of Political Science & Criminal Justice for additional information regarding this program.

Students are advised to complete General Education certification requirements prior to transfer.

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts in Criminal Justice

There are no lower-division courses required in the major. CSU Fullerton’s Criminal Justice curriculum can accommodate any/all transferable lower-division coursework of a related nature (e.g., administration of justice, police science, etc.) as CSUF’s Criminal Justice offerings are exclusively upper-division. Prospective transfers should contact the CSUF Division of Political Science & Criminal Justice for additional information regarding this program.

Students are advised to complete General Education certification requirements prior to transfer.

SAN DIEGO STATE UNIVERSITY
Bachelor of Science—Criminal Justice Administration Major

Preparation for the Major: HS 119 or AJ 2 (offered at Irvine Valley College); MATH 10; PS 1; SOC 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 requirements and admissions criteria. General education requirements should be completed prior to transfer.

Important: Students transferring to SDSU must have completed at least 60 transferable units.

DANCE

Bachelor of Arts in Dance

Lower-division Requirements: DANC 53*, 55* or 56*.
Universities and Course Requirements

California State University, San Diego State University
Bachelor of Arts–Dance (Degree in Liberal Arts & Sciences)

Lower-division Preparation: DANC 9, 10, 11, 64; and ANTH 2; BIO 11; PSYC 1.

Foreign Language Requirement: Proficiency equivalent to a Foreign Language level 3 is required, (Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College).

Note: No more than 64 units in dance courses can apply to the degree. Refer to the SDSU catalog for more details regarding program requirements for this major.

General Education: Refer to CSU G.E. certification requirements.

Recommended Lower-division Preparation: DANC 52, 55, 58 or 59 (subject to audition).

Lower-division Requirements for Both Degree Programs: DANC 9, 63 and 64 (DANC 64 = one quarter towards UCI’s BA-B-C, Dance History sequence); and one course selected from: DANC 80 or 61 or 62.

Information regarding UCI G.E. breadth requirements, or the IG-ETC is available in Saddleback’s Counseling Services Office or refer to the ASSIST website at www.assist.org.

University of California, Irvine
Bachelor of Arts or Bachelor of Fine Arts in Dance

The Department of Dance at UC Irvine offers two degrees: the Bachelor of Arts in Dance (B.A.) and the Bachelor of Fine Arts in Dance (B.F.A.). The B.A. program provides a broad background in dance theory and practice. The B.F.A. program allows students to specialize in either choreography or performance.

Dance Majors: After transfer to UC Irvine, all students are required to audition for enrollment in the major and for appropriate placement level in ballet, jazz, and modern dance performance. This placement level determines the minimum amount of years it will take to complete degree requirements. It is strongly recommended that students have dance technique experience in preparation for placement auditions.

Recommended Lower-division Preparation: DANC 52, 55, 58 or 59 (subject to audition).

Lower-division Requirements for Both Degree Programs: DANC 9, 63 and 64 (DANC 64 = one quarter towards UCI’s BA-B-C, Dance History sequence); and one course selected from: DANC 80 or 61 or 62.

Information regarding UCI G.E. breadth requirements, or the IG-ETC is available in Saddleback’s Counseling Services Office or refer to the ASSIST website at www.assist.org.

Dental Hygiene

Loma Linda University
Dental Hygiene Pre-Entrance Curriculum Requirements (Meet LLU)

General Education B.S. Requirements:

SCIENTIFIC INQUIRY & ANALYSIS:

Natural Sciences (minimum 15 semester units): BIO 11, 12, 15; CHEM 108; and one transferable math course.

Social Sciences (minimum 8 semester units, which must include two areas): ANTH 2 and SOC 1 (required); and select one transferable course from the following areas: political science, psychology, anthropology, economics, geography.

Spirital & Cultural Heritage:

Cultural: (minimum 14 semester units, which must include two areas): Select any transferable course from the following areas: history/civilization, fine arts (theory coursework), literature, philosophy/ethics, foreign language.

Religion: (minimum 3 semester units): Recommended to be taken after transfer.

Communication Skills: (minimum of 9 semester units) ENG 1A and 1B (required); select one course: SP 1 or 2 or 5.

Health & Wellness: HLTH 1; and select two PE activity courses.

Electives: Select electives to complete 64-unit entrance requirements.

Students are advised to contact Loma Linda University for further details regarding this program.

Note: Information is available in the Saddleback College Counseling Services office regarding lower-division preparation for area community college dental hygiene programs (e.g., Carritos College and Cypress College).

Dentistry (Pre-Dental)

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 Lower-division Preparation:

CHEM 1A, 1B, 10A, 12B.

PHYS 2A-2B or PHYS 4A-4B-4C.

BIO 3A, 3B.

ENG 1A, 1B.

PSYC 1 and one additional psychology course.

12 to 15 additional units in social sciences and/or humanities.

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.

Lower-division Preparation: ART 25, 26, 41; ARCH 124A; ID 116, 121, 123 and 133, 127. Note: Students are advised to consult with a CSULB program advisor regarding selection of elective courses.
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.

Lower-division Preparation: ART 25, 36, ID (123 and 133). Note: Students are advised to consult with a CSULB program advisor regarding selection of elective courses.

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: BIO 12, 15; CHEM 1A; ENGE 1A, 1B; FNS 50, 110, 171; PSYC 1; SOC 1.

Food Science Option: BIO 12, 15; CHEM 1A, 1B; ENGE 1B; FNS 50, 110; PHYS 2A; PSYC 1 or SOC 1; SP 5.

Hospitality Foodservice and Hotel Management Option: ACCT 1A; BIO 12 or 113; CHEM 1A or 108 or 120; CIM 1; ECON 2; 4; ENGE 1A; FNS 50, 110 (recommended), 171; MATH 10; PHIL 10 or 12, or JRN 1B, PHIL 15; PSYC 1 or SOC 1; REC 100; SP 5.

SAN DIEGO STATE UNIVERSITY

Bachelor of Science in Applied Arts and Sciences with Foods and Nutrition Major

ACCT 1A; BIO 15, 20; CHEM 1A or 108, 12A; MATH 10; PSYC 1; SOC 1; FNS 50 is recommended.

Refer to the California State University general education certification pattern for additional specific requirements which should be completed prior to transfer. Students are also advised to see the SDSU catalog and the ASSIST website www.assist.org for further details regarding program requirements for this impacted major.

Important: Students transferring to SDSU must have completed at least 60 transferable units.

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: TA 1, 20, 40, 42, 45; and select at least two courses from: TA 2, 11, (35 or SP 35).

Production/Performance Concentration:

Acting Emphasis: TA 1, 2, 11, 20, (30 or SP 30), (35 or SP 35), 40, 42.

Directing Emphasis: TA 1, 2, 11, 20, (35 or SP 35), 40, 42, 45.

Entertainment Studies Emphasis: TA 1, 20, 40, 42; also: ACCT 1A; BUS 14; CA 1 or JRN 1.

Playwriting Emphasis: TA 1, 2, (30 or SP 30), TA 40 or 42, 45.


Teaching Concentration (Single Subject):

Lower-division Preparation: TA 1, 2, 11, (35 or SP 35), 20, 40, 42, 45. Refer to the CSUF catalog for details.

Bachelor of Fine Arts in Theatre Arts

Musical Theatre Concentration:

All applicants for the BFA degree must complete the following courses with a "B" or better grade in each course, for entry into the degree program; as well as an audition which will consist of acting, singing, and dance: TA 1, 2, 11, (35 or SP 35); also complete the following courses:

TA 20, 40 or 42 or 45; MUS 10; and DANC 53*, 59*, or 62* (*minimum two units each course).

Note: Students are advised to refer to the CSUF catalog and the ASSIST website www.assist.org for further details regarding program requirements for these majors.

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 Majors and Options: TA 40, 41, 42, 43; recommended electives: TA 1, 2.

General Option - ADD: TA 3, 11, (35 or SP 35).

Performance (Acting/Directing) Option: ADD TA 3, 11, (35 or SP 35), 43.

SAN DIEGO STATE UNIVERSITY

Bachelor of Arts in Applied Arts and Sciences-Theatre Arts Majors

General Theatre Arts: TA 1, 2, 20, (25 or 26), 35, 40*, 41*, 42*, 43*.

Children's Drama: TA 1, 20, (25 or 26), 35, 40*, 41*, 42*, 43*.

Design and Technology for Theatre: TA 1, 20, (25 or 26), 35, 40*, 41*, 42*, 43*.

Design for Television and Film: TA 1, 20, 40*, 41*, 42*, 43*.

Performance: TA 1, 2, 20, (25 or 26), 35, 40*, 41*, 42*, 43*.

Theatre Arts Major/Teaching Concentration (Single Subject): ENGE 1A, 1B, (21A or 21B or 25), 29; JRN 1 or CA 1; TA 20 or 25 or 26, 40*, 41*, 42*, 43*; and one course from: ENG 15A and 15B or 17A and 17B. SDSU recommended electives which can be used for the "Performance Stage Management" sequence of this major are: TA 2, 35.

Note: Per the SDSU catalog neither a minor or a foreign language is required with this major.

*Per SDSU, entire sequence (TA 40-41-42-43) must be completed prior to transfer for credit toward the major.

Important: Students transferring to SDSU must have completed at least 60 transferable units. Refer to the SDSU catalog and the ASSIST website at www.assist.org for further information regarding these impacted programs.

General Education requirements: For CSUF, CSULB, or SDSU it is recommended that students refer to the catalog for the campus of choice and also complete the CSU General Education certification pattern.

UNIVERSITY OF CALIFORNIA, IRVINE

Bachelor of Arts in Drama

Lower-division Preparation: TA 1 and 2, 25 and 26, 40, 41, 42, 45.

Two courses in dance are required. These may be selected from DANC 52, 55, 58, and 61.
Refer to the UC Irvine catalog or the ASSIST website for further details regarding this major. Information regarding UCI G.E. breadth requirements is available in Saddleback’s Counseling Services office or refer to the ASSIST website at www.assist.org

**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:* ACCT 1A; BUS 104; CIM 1; ECON 2, 4; MATH 3A or 11 and MATH 3B or ACCT 1B or CSU’s course after transfer.

**CALIFORNIA STATE UNIVERSITY, LONG BEACH**

Bachelor of Arts in Economics

*Required Lower-division Courses:* ACCT 1A; ECON 2, 4; MATH (3A or 11); and a minimum of two courses outside of economics from: ANTH 2; GEOG 3; HS 100; MATH 2, 9, 3B, 3C; PS 4; PSYC 1; SOC 1, or complete after transfer

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

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS**

Bachelor of Arts in Economics

*Preparation for the Major:* ECON 2, 4; MATH 11.

All courses taken for the major, including supporting courses must be completed with a grade of “C” or better.

*Note:* Before graduating, CSU San Marcos (CSUSM) students must demonstrate proficiency in a language other than English by examination or by completion of Level 3 of a language course other than English-CSUSM also accepts American Sign Language (ASL) in fulfillment of this requirement (SL 3 at Saddleback College). Computer competency is also a graduation requirement which may be met by examination or by completing a computer applications course (e.g., CIM 1 or CS 1A at Saddleback College). The “language other than English” and “computer competency” requirements must be met with a grade of “C” or better. Refer to the CSUSM catalog for more information.

**SAN DIEGO STATE UNIVERSITY**

Bachelor of Arts in Liberal Arts and Sciences - Economics Major

*Lower-division Preparation:* ACCT 1A; CIM 1 or 10; ECON 2, 4; MATH 10; one course from MATH 3A or 11.

*Foreign Language Requirement:* Proficiency equivalent to a Foreign Language level 3 is required. (Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College).

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.

Refer to the SDSU catalog and the ASSIST website at www.assist.org for further information regarding this impacted program.

*Important:* Students transferring to SDSU must have completed at least 60 transferable units.

**UNIVERSITY OF CALIFORNIA, IRVINE**

Bachelor of Arts in Economics

*Lower-division Preparation:* CIM 10 or CIM 2A and 10 or CS 4A and 4B; ECON 2, 4; MATH 3A and 3B; and

*Two introductory social science courses from the following:* ANTH 1, 2, 3, 9; GEOG 1, 2, 3; PS 4; PSYC 1; SOC 1; and

One additional social science course from the following, which may include introductory social science courses not taken above: ANTH 4, 6, 7, 8, 10, 13, 14, 15, 20, 21; CCS 1, 2; ECON 11, 20, ENV or ECON 6; GEOG 3B; PS 1, 2, 3, 10, 11, 12, 14, 17, 21, 61, 75, 80; PSYC 2, 3, 7, 16, 21, 30, 35, 37; SOC 2, 4, 5, 6, 10, 15, 20, 21, 25, 30.

Refer to the UC Irvine catalog or the ASSIST website for further details regarding this major. Information regarding UCI G.E. breadth requirements is available in Saddleback’s Counseling Services office or refer to the ASSIST website at www.assist.org

**UNIVERSITY OF CALIFORNIA, LOS ANGELES**

Bachelor of Arts in Economics

*Lower-division Preparation:* ECON 2, 4; ENG 1B; MATH 3A, 3B, 10*.

*Note:* Students transferring to UCLA in Fall 2004 or later must complete UCLA’s STAT 11 after transfer. MATH 10 will no longer be accepted as an equivalency.

This major is highly selective. Refer to the ASSIST website at www.assist.org for further information.

**Bachelor of Arts in Business Economics**

*Lower-division Preparation:* ACCT 1A; ECON2, 4; ENG 1B; MATH 3A, 3B, 10*.

*Note:* Students transferring to UCLA in Fall 2004 or later must complete UCLA’s STAT 11 after transfer. MATH 10 will no longer be accepted as an equivalency.

This major is highly selective. Refer to the UCLA catalog, and the ASSIST website at www.assist.org for further information.

**UNIVERSITY OF CALIFORNIA, RIVERSIDE**

Bachelor of Arts in Economics

*Economics:* ECON 2, 4; MATH 3A, 3B.

*Economics/Administrative Studies:* ACCT 1A; BUS 1; CIM 1 or CS 1A; ECON 2, 4; MATH 3A or (8 and 11), 10.

*Economics/Law and Society:* ECON 2, 4; PHIL 12; PSYC 2.

**Bachelor of Arts in Business Economics**

*Lower-division Requirements:* ACCT 1A; ECON 2, 4; MATH 3A, 3B.

In addition to lower-division requirements listed above, UCR recommends completion of the Interssegmental General Education Transfer Curriculum (IGETC). Refer to the UCR catalog, and the ASSIST website at www.assist.org for further information.

**ELEMENTARY EDUCATION**

Education—Teaching

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 students will be required to take the state-approved California Subjects Examination for Teachers (CSET) unless they complete a Multiple Subject Matter Preparation Program (MSMPP). The CSET is a general subject matter examination covering knowledge of language arts, mathematics, science, social science, visual and performing arts, physical education, and human development. A state-approved Multiple Subject Matter Preparation Program (MSMPP) major can be used to waive the CSET examination requirements for elementary teaching. Refer to the Liberal Studies transfer pattern in this section of the catalog for an example of an approved major designed to waive the examination requirements for elementary teaching. Students are advised to see a Saddleback College counselor for further information.
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. Subject matter competency is verified by achieving a passing score on the appropriate subject matter examination, or completing a California Commission on Teacher Credentialing-approved subject matter program (major), or its equivalent.

Applications for admission to teacher education programs should be made during the first semester of the junior year. A preliminary credential authorizing service for a maximum of five years can be obtained along with the bachelor’s degree and approved education coursework, but a fifth year of study consisting of a minimum of 30 units beyond the bachelor’s degree is required. Students are advised to see a Saddleback College counselor for further information.

Specialist credentials (e.g., early-childhood, reading, special education, administrative services, or library services), normally require completion of a valid teaching credential program or admission to a graduate-level program.

Community college teaching positions normally require the completion of the minimum of a master’s degree in subject matter taught. For teaching in occupational areas, work experience can be used to waive portions of educational requirements.

Information on preparation for a career in teaching is available in Saddleback College’s Counseling Service office. Students are advised to confer with a Saddleback College counselor when planning coursework for transfer.

Note: Interested students can access the California Commission on Teacher Credentialing (CTC) website at www.ctc.ca.gov as well as contacting the Education department of the transfer institution.

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:
CHEM 1A; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B.

ADD: PHYS 4C for the Electrical Engineering major and the Engineering Science option.

ADD: CHEM 1B for the Civil Engineering major.

ADD: PHYS 4C for the Mechanical Engineering major.

Engineering Core Courses for All Majors:
DR 23; ENGR 31, 33.

Refer to the CSUF catalog and the ASSIST website at www.assist.org for further information.

*Check with CSUF or Saddleback’s Counseling Services office for information regarding "2+2" transfer programs for the B.S. degrees in Civil Engineering, Electrical Engineering, and Mechanical Engineering.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science (majors listed below)
Aerospace Engineering: CHEM 1A; ENGR 31, 33; MATH 3A, 3B, 3C; PHYS 4A, 4B. Recommended: CS 1B
Chemical Engineering: CHEM 1A, 1B; ENGR 31, 33; MATH 3A, 3B, 3C; PHYS 4A, 4B; and select one course from BIO 3A or 15. Recommended: CS 1B.

Civil Engineering: BIO 15 or 20; CHEM 1A; ENGR 31; MATH 3A, 3B, 3C; PHYS 4A, 4B. Recommended: CS 1B; ENGR 33.

Computer Engineering: CS 1B*, 2B, 4A or CIM 7A; MATH 3A; PHYS 4A, 4B. Recommended: ENGR 33.

Electrical Engineering: CS 1B*; ET 114; ENGR 33; MATH 3A, 3B, 3C; PHYS 4A, 4B.

Engineering: Option in Biomedical and Clinical Engineering: BIO 12; CHEM 1A; CS 1B*; ET 114; ENGR 33, ENG 1A; MATH 3A, 3B, 3C; PHYS 4A, 4B.

Mechanical Engineering: CHEM 1A; ENGR 31, 33; MATH 3A, 3B, 3C; PHYS 4A, 4B. Recommended: CS 1B

*Equivalency for CS 1B pending CSULB approval at the time of catalog publication. Contact the Articulation Office at Saddleback College regarding status (949)682-4435.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
Bachelor of Science in Civil Engineering
Lower-division Support Courses: CHEM 1A*, 1B*; CS 1B; ENGR 31, 33; GEOL 1; MATH 3A*, 3B*, 3C; PHYS 4A*, 4B, 4C.

Bachelor of Science in Electrical Engineering
Lower-division Major Courses: ENGR 31, 33 (recommended).

Lower-division Support Courses: CHEM 1A*; CS 1B or CS 4A or CIM 7A; MATH 3A*, 3B*, 3C; PHYS 4A*, 4B, 4C.

Bachelor of Science in Engineering Science (General)
Lower-division Major Courses: CS 1B or CS 4A or CIM 7A; ENGR 31, 33.

Lower-division Support Courses: CHEM 1A*, 1B*; MATH 3A*, 3B*, 3C; PHYS 4A*, 4B, 4C.

*Course equivalents listed above also apply toward SLO’s general education breadth requirements.

SAN DIEGO STATE UNIVERSITY
Bachelor of Science (Engineering majors listed below)

The College of Engineering has undergraduate programs in aerospace, civil, computer, electrical, environmental, and mechanical engineering.

Aerospace Engineering: CHEM 1A; MATH 3A, 3B, 3C, 24; ENGR 31, 33; PHYS 4A, 4B, 4C.

Civil Engineering: CHEM 1A; ENGR 31, 33; MATH 3A, 3B, 3C, 10, 24; PHYS 4A, 4B, 4C.

Computer Engineering: CS 1B, 2B, 3A*, 3B*; ENGR 33, 34; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C.

Electrical Engineering: CHEM 1A; CS 1B, 3A*, 3B*; ENGR 33; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C.

Environmental Engineering: BIO 3A*, 3B*; CHEM 1A; MATH 3A, 3B, 3C, 10, 24; PHYS 4A, 4B, 4C. Recommended: CHEM 1A

*Both courses marked with an (*) must be taken to receive credit for SDSU course equivalency.

Important: Students transferring to SDSU must have completed at least 60 transferable units.

UNIVERSITY OF CALIFORNIA, IRVINE
Bachelor of Science (Engineering majors listed below)

Please check for the most current information with Saddleback College’s Counseling Services office, or the ASSIST website at www.assist.org
Lower-division Requirements:

Engineering (General): CS 3B; CHEM 1A, 1B; ENGR 31, 33; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C.

Civil Engineering: CHEM 1A; CS 3B; ENGR 31; MATH 3A, 3B, 3C, 24, 26; PHYS 4A; select one course from CHEM 1B or PHYS 4B; and one course from: BIO 3A, GEOL 1, 5, 20 or MS 2, 20 or PHYS 4C.

Computer Engineering: CS 3B, 4A; ENGR 33; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C.

Electrical Engineering: CHEM 1A; CS 3B; ENGR 33; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C.

Environmental Engineering: BIO 3A; CHEM 1A, 1B, 12A; CS 3B; DR 151; ENGR 31; MATH 3A, 3B, 3C, 24, 26; PHYS 4A.

Mechanical Engineering: CHEM 1A, 1B; DR 151; ENGR 31, 33; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C. Note: There is no equivalency offered for UCI’s ENGRMAE 10 (Introduction to Engineering Computations) and students are advised to take after transfer.

Per UCI, preference will be given to junior-level applicants with the highest grades overall. Students are advised to complete the lower-division degree requirements prior to transfer.

Information regarding UCI G.E. breadth requirements is available in Saddleback’s Counseling Services Office or refer to the ASSIST website at www.assist.org

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Bachelor of Science (Engineering Majors)

UCI’s School of Engineering & Applied Science (SEAS) offers the following majors: Aerospace Engineering, Chemical Engineering, Civil Engineering, Computer Science, Computer Science & Engineering, Electrical Engineering, Materials Engineering, Mechanical Engineering.

Note: Admission to a UCLA engineering program is very competitive. UCLA requires applicants to have completed a minimum of 60 UC-transferable semester units (including Saddleback’s ENG 1A and 1B) prior to transfer. In addition, all applicants to UCLA’s engineering programs must have at least a 3.2 GPA to be considered. IGETC is not recommended for this major. SEAS does not require completion of General Education requirements prior to transfer; however, it is to the applicant’s advantage to complete as many of the following as possible: one life science course (two for the Computer Science major); four (six for Computer Science) courses from Social Sciences & Humanities. It is recommended that students distribute courses evenly between Social Sciences & Humanities. Students are advised to contact the School of Engineering & Applied Sciences (SEAS) at UCLA, or the Saddleback College Counseling Services office for further details regarding G.E. requirements.

Lower-division Major Preparation for the following programs:

Aerospace Engineering: CHEM 1A, 1B; CS 1B or 1C; ENGR 33; MATH 3A, 3B, 3C, 24, 26; PHYS 4A-4B-4C (complete the entire sequence).

Chemical Engineering: CHEM 1A, 1B, (in addition, UCLA recommends completion of CHEM 12A and 12B prior to transfer); CS 1B or 1C; ENGR 31, 3B, 3C, 24, 26; PHYS 4A-4B-4C (complete the entire sequence).

Civil Engineering: CHEM 1A, 1B; CS 1B or 1C; ENGR 31, 3B, 3C, 24, 26; PHYS 4A-4B-4C (complete the entire sequence).

Computer Science: CHEM 1A (not required, but can be used to satisfy one of two life science electives required for this major); ENGR 1A, 1B; CS 1C and 2B, 3A and 3B; MATH 3A, 3B, 3C, 24, 26; PHYS 4A-4B-4C (complete the entire sequence).

Computer Science & Engineering: CHEM 1A; ENG 1A, 1B; CS 1C and 2B, 3A and 3B; ENGR 33; MATH 3A, 3B, 3C, 24, 26; PHYS 4A-4B-4C (complete entire sequence).

Electrical Engineering: CHEM 1A*, 1B* (CHEM 1A only required for the Computer Engineering option); CS 1C; (add CS 2B, 3A and 3B for the Computer Engineering option); ENG 1A, 1B, ENGR 33; MATH 3A, 3B, 3C, 24, 26; PHYS 4A-4B-4C (complete entire sequence).

Materials Engineering: CHEM 1A, 1B; CS 1B or 1C; ENG 1A, 1B; ENGR 33; MATH 3A, 3B, 3C, 24, 26; PHYS 4A-4B-4C (complete entire sequence).

Mechanical Engineering: CHEM 1A, 1B; CS 1B or 1C; ENG 1A, 1B; ENGR 33; MATH 3A, 3B, 3C, 24, 26; PHYS 4A-4B-4C (complete entire sequence).

Engineering Technology

Engineering technology is a 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: Environmental Technology, Manufacturing Technology, and Quality Assurance Technology.

Lower-division Requirements: CHEM 1A; CIM 1; DR 23 or 150; MATH 10; PHYS 2A and 2B. Recommended: MATH 3A.


Bachelor of Science in Electronics & Computer Technology

*Lower-division Requirements: CHEM 1A; CIM 1; CS 1B; DR 23 or 150; MATH 10; PHYS 2A and 2B. Recommended: MATH 3A.

*Additional lower-division Engineering & Technology (ET) coursework to be completed at CSULB after transfer. Refer to the CSULB catalog for further information.

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
Bachelor of Science in Engineering Technology (ET)-Programs in: Environmental; Manufacturing; Mechanical

Lower-division Preparation for all programs noted: CHEM 1A; CS 1B; ENGR 31; ET 133; PHYS 2A and 2B. Recommended: DR 100, 102, 120.

For the Environmental ET program: ADD: BIO 15 and CHEM 1B.

Refer to the Cal Poly Pomona catalog for additional information regarding this program.

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts English

*ENG 1A and a maximum of 12 units from the following recommended courses may be selected. In addition to ENG 1A, students must complete at least 30 units of upper-division coursework after transfer to fulfill the 42 units required for the major. Students are urged to consult with a faculty advisor in the Department of English and Comparative Literature at CSUF.

*Lower-division Course Recommendations: ENG 15A, 15B, 17A, 17B, or other transferrable courses selected with CSU Fullerton advisor approval. *No upper-division credit will be granted for lower-division coursework noted.
Refer to the CSUF catalog and the ASSIST website at www.assist.org for more information regarding this program.

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.

Creative Writing Option: ENG 1B and 25, 4 or 5, 17A and 17B
English Education/Single Subject Teaching Credential Option: ENG 1B and 25, 17A or 17B. Refer to the CSULB catalog for information on the available emphases for this program and other coursework requirements.

Language/Linguistics Option: ENG 1B and 25, 17A or 17B
Literacy and Composition Option: ENG 1B and 25, 17A and 17B

Note: Saddleback College's ENG 1A equates to CSULB's English 100 which satisfies CSULB's G.E. requirements.

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
This is an impacted major. Refer to the SDSU catalog, and the ASSIST website at www.assist.org, for selection criteria and GPA requirements.

Lower-division Preparation for the Major: ENG 1A, 17A, 17B; one course from ENG 21A, 21B, 25; one course from: ENG 3, 4, 5, 15A, 15B.

Foreign Language Requirement: Proficiency equivalent to a Foreign Language level 3 is required. (Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College).

Important: Students transferring to SDSU must have completed at least 60 transferable units.

Note: For CSU Fullerton, CSU Long Beach, or San Diego State University, CSU General Education certification should be completed by following the pattern outlined in the introduction to this section of the catalog. Additional recommended electives for these programs include additional courses in writing, literature, and history.

UNIVERSITY OF CALIFORNIA, IRVINE
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: ENG 15A-15B or 17A-17B or 21A-21B or *ENG 27A-27B (*additional coursework at UCI may be required if this sequence is selected); 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:

Complete ENG 1A and 1B and HUM 10A and 10B; OR ENG 1A and 1B and HUM 1 and 3; OR

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

Writing: ENG 1A, 1B
History: HIST 4, 5, 7, 8, 16, 17, 62, 63
Philosophy: PHIL 1, 15

G.E. Breadth requirements: Information regarding UCI G.E. requirements is available in Saddleback's Counseling Services Office or refer to the ASSIST website at www.assist.org

Family and Consumer Sciences

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

Child Development and Family Studies Option: ANTH 2 or SOC 1; BIO 113; FN 50; HD 110, 120; PSYC 1; Recommended electives: FASH 140, FN 171.

Consumer Affairs Option: ACCT 1A; ECON 2, 4; ENG 1B; MATH 10; PSYC 1; SOC 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:

Fashion Merchandising Option

Lower-division Major Requirements: ACCT 1A; ART 25; CHEM 1A or 120; ECON 2, 4; FASH 101, 140, 160; PSYC 1; SOC 1 or ANTH 2.

Textiles and Clothing Option

Lower-division Major Requirements: Art 25; CHEM 1A or 120; ECON 2, 4; FASH 101, 110, 140, 160; PSYC 1; SOC 1 or ANTH 2. Recommended: FASH 130.

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.

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: FR 10, GER 10*, or SPAN 10, respectively.

+CSUF Notes: *GER 10 is not articulated at CSUF. Spanish majors at CSUF: ADD SPAN 6. Each course counted toward the major must be completed with a grade of "C" or higher.

++CSULB Notes: For the French major, CSULB has a second 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: FR 20, 21; SPAN 20A, 20B, 21A, 21B; English literature courses; HIST 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.

**UNIVERSITY OF CALIFORNIA, IRVINE**

**Bachelor of Arts in French, German, or Spanish**

**Bachelor of Arts in Geography**

**Bachelor of Science - Geological Sciences**

**Geography**

**CALIFORNIA STATE UNIVERSITY, FULLERTON**

**Bachelor of Arts in Geography**

**Lower-division Preparation:** GEOG 1, 2, and 3.

**CALIFORNIA STATE UNIVERSITY, LONG BEACH**

**Lower-division Preparation:** GEOG 1, 2. GEOG 3 is recommended for elective credit. Refer to the CSULB catalog for further information.

**SAN DIEGO STATE UNIVERSITY**

**Bachelor of Arts in Geography-General Geography (Liberal Arts & Sciences)**

**Lower-division Preparation:** GEOG 1, 2.

**Foreign Language Requirement:** Proficiency equivalent to a Foreign Language level 3 is required. (Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College).

**Important:** Students transferring to SDSU must have completed at least 60 transferable units.

In addition, a minor in another department approved by an SDSU advisor is required for this degree.

**San Diego State University - Geological Sciences**

**Lower-division Preparation for Options/Emphases:**

**Engineering Geology Emphasis:** BIO 20; CHEM 1A, 1B; ENGR 31; GEOL 2, 6; MATH 3A, 3B, 3C, 10; PHYS 4A, 4B, 4C.

**General Geology Option:** BIO 20; CHEM 1A, 1B; GEOL 2, 6; MATH 3A, 10; PHYS 2A and 2B; SDSU recommends the following courses for those students interested in the more quantitative aspects of geology: GEOL 1, MATH 3B, 3C, AND PHYS 4A, 4B.

**Geochemistry Emphasis:** BIO 20; CHEM 1A, 1B, 12A; GEOL 6; MATH 3A, 3B, 10; PHYS 4A, 4B, 4C. SDSU recommends GEOL 2 and MATH 3C in addition.

**Geophysics Emphasis:** BIO 20; CHEM 1A, 1B; MATH 3A, 3B, 3C; PHYS 4A, 4B, 4C. SDSU recommends GEOL 2 in addition.

**Hydrogeology Emphasis:** BIO 20; CHEM 1A, 1B; GEOL 2, 6; MATH 3A, 3B, 3C; PHYS 4A, 4B, 4C. SDSU recommends MATH 3A and 3B.

**Marine Geology Emphasis:** BIO 20; CHEM 1A, 1B; GEOL 2, 6; MATH 3A, 3B, 3C; PHYS 4A, 4B, 4C. SDSU recommends MATH 3A and 3B.

**Paleontology Emphasis:** BIO 3A, 3B, 3C; CHEM 1A, 1B; GEOL 2, 6; MATH 3A; PHYS 2A and 2B.

**Important:** Students transferring to SDSU must have completed at least 60 transferable units.

**UNIVERSITY OF CALIFORNIA, RIVERSIDE**

**Bachelor of Arts and Bachelor of Science in Geology**

**General Geology Option or the Geobiology Option:**

**Lower-division Preparation:** BIO 3C; CHEM 1A, 1B; GEOG 1 and 1L; GEOL 1, 2, 6; MATH 3A, 3B; PHYS 4A, 4B-4C.

**Biogeography Option:**

**Lower-division Preparation:** BIO 3A, 3B, 3C; CHEM 1A, 1B; GEOG 1 and 1L; GEOL 1, 2; MATH 3A, 3B; PHYS 4A-4B.

**Note:** Students selected for this major will need to present an overall GPA of at least 2.70 in all UC-transferable coursework. IGETC is not recommended by UCR. For further details regarding specific program and transfer requirements and information pertaining to minimum selection criteria for these programs, please refer to the UCR catalog, the Counseling Services office at Saddleback College, or the ASSIST website at www.assist.org
Graphic Communications

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
Bachelor of Science in Graphic Communication

Lower-division Major Courses: GC 101.
*Lower-division Support Courses: CHEM 1A; MATH 2 and 124 or 7 or 8.

Concentrations:
Design Reproduction Technology: ADD ART 40** and 42**.
Electronic Publishing and Imaging: ADD CS 1B.
Printing and Imaging Management Concentration: ADD ACCT 1A; BUS 12 or 14, 120, 135.

*Course equivalents listed above also apply toward SLO’s general education and breadth requirements.

**Credit subject to portfolio review by CSUP 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.

Health Science

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Science in Health Science

Lower-division Requirements for the Major: BIO 113; HLTH 1
Prerequisite Courses Applicable to General Education Requirements: BIO 20; CHEM 3; PSYC 1; SP 1

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

Lower-division Preparation for Options:
Pre-Radiation Therapy (Preprofessional) Option—Lower-division Prerequisites: BIO 11, 12, 20; ENG 1B; PHYS 2A and 2B; CIM 1 recommended. Note: This option is an impacted program. Refer to CSULB catalog for details regarding selection criteria.

Community Health Education Option—Lower-division Prerequisites: BIO 20, 113; CHEM 1A or 120; SPAN 1 or other language approved by a CSULB advisor.

School Health Education Option—Lower-division Prerequisites: BIO 20, 113; CHEM 1A or 120; PSYC 1; SPAN 1 or other language approved by a CSULB advisor. Recommended: CIM 1. 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 ENG 1A or 1B and one of the following courses from ANTH 2 or PSYC 1 or SOC 1; and a minimum of 12 units from BIO 20, 113; CHEM 1A or 120, or other natural sciences courses selected with CSULB advisor approval.

Additional lower-division courses are required after transfer to complete prerequisite requirements.

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.

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts in History

Introductory Survey Course Requirements (12 units):
U.S. History (six units): HIST 16 and 17 or (16 and 20 or SOC 20) or HIST 16 and 22*.
World Civilization (six units): HIST 4 and 5.

*Note: For CSU G.E. Certification, no credit for HIST 22 if taken with HIST 7, 8, 16, or 17.

Recommended Electives: Other social science courses including; additional history, geography, political science, psychology, sociology, and humanities, including art history, music history, and foreign languages.

Note: For students interested in the Single Subject Matter Preparation Program (Secondary Teaching) in Social Sciences, include the following: ECON 2, 4; GEOG 2 or 3; HIST 4, 5, 16, 17, 32; PS 1 and one additional CSU-transferable political science course; PHIL 1 or 10; also select one behavioral science course from: ANTH 1, 2, 9 or PSYC 1 or SOC 1.

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 HIST 16 and 17 to fulfill CSULB’s requirement in U.S. history, students can select an additional 12 units of lower-division history courses. Recommended courses include: HIST 4, 5, 19, 40, 41, or consult with a CSULB program advisor regarding course selection.

Per the CSULB catalog, 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

Lower-division Preparation for the Major:
1. Twelve (12) units of History courses including two sequences in two different world areas from: HIST 4 and 5; HIST 7 and 8; HIST 16 and 17; HIST 27 and 28; HIST 40 and 41; or HIST 70 and 71.
2. Six units (two courses) selected in one field from the following: Anthropology, Language, Political Science, Religion, Economics, Philosophy, Sociology, the Arts or a single interdisciplinary field.
3. Three units (one course) to be chosen from one of the above listed fields of study as a second and distinct field.
4. ENG 1A, 1B.

Single-Subject Preparation in Social Science—History Option:

Lower-division Preparation in History: HIST 4, 5, 16, 17 and PS 1; ECON 2 and 4; and select one CSU-transferable political science course; and complete ENG 1A, 1B.

Supporting Requirements: Six units of electives selected from CSU-transferable courses in Psychology and/or Sociology or complete at CSUSM after transfer.

Note: Before graduating, CSU San Marcos (CSUSM) students must demonstrate proficiency in a language other than English by examination or by completion of Level 3 of a language course other than
English-CSUSM also accepts American Sign Language (ASL) in fulfillment of this requirement (SL 3 at Saddleback College). Computer competency is also a graduation requirement which may be met by examination or by completing a computer applications course (e.g., CIM 1 or CS 1A at Saddleback College). The “language other than English” and “computer competency” requirements must be met with a grade of "C" or better. Refer to the CSUSM catalog for more information.

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:
Select two courses from two different regions:
Asia: HIST 70, 71, 72
Europe: HIST 62, 63
United States: HIST 7, 8, 16, 17
Latin America: HIST 27, 28: AND

Also select up to three additional UC-transferable history courses: 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:
Complete ENG 1A and 1B and HUM 10A and 10B: OR ENG 1A and 1B and HUM 1 and 3: OR
Select at least one course from each of the following areas for a total of at least four semester courses:

Writing: ENG 1A, 1B
History: HIST 4, 5, 7, 8, 16, 17, 62, 63
Philosophy: PHIL 1, 15

G.E. Breadth requirements: Information regarding UCI G.E. requirements is available in Saddleback’s Counseling Services Office or refer to the ASSIST website at www.assist.org

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Bachelor of Arts in History

Lower-division Preparation: Select one course from: HIST 4 or 5; and select two courses from: *HIST 7, 8, 9, 10, 11, 15, 16, 17, 19, 20, 21, 22, 25, 27, 28, 30, 32, 40, 41, 60, 61, 70, 71, 72, 75, 80, 81 (*UC credit may be limited for courses with overlapping content. Students are advised to consult with a Saddleback College counselor regarding course selection).

Home Economics
SEE FAMILY AND CONSUMER SCIENCES

Hotel and Restaurant Management

CALIFORNIA STATE POLYTECHNIC 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.

Lower-division Preparation: ACCT 1A, 1B; BUS 14; ECON 2; FN 171.
Recommended courses in support of the major: CIM 1; FN 50; HIST 17; MATH 10; SP 1.

SAN DIEGO STATE UNIVERSITY
Bachelor of Science in Applied Arts & Sciences - Emphasis in Hotel Operations and Management

Lower-division Preparation: ACCT 1A, 1B; BUS 14, 104; CIM 1 or 10; ECON 2, 4; MATH 3A or 11 and 10.

Bachelor of Science in Applied Arts & Sciences - Emphasis in Restaurant Operations and Management

Lower-division Preparation: ACCT 1A, 1B; BUS 14, 104; CIM 1 or 10; ECON 2, 4; MATH 3A or 11 and 10.

Human Development
SEE CHILD DEVELOPMENT

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 core requirements for all humanities majors can be met with the following courses:

School Core Requirements:
Two years in a single language other than English at university level (or equivalent): French, German, Italian, Japanese, or Spanish 3-4: AND
Complete ENG 1A and 1B and HUM 10A and 10B: OR ENG 1A and 1B and HUM 1 and 3: OR
Select at least one course from each of the following areas for a total of at least four semester courses:
Writing: ENG 1A, 1B
History: HIST 4, 5, 7, 8, 16, 17, 62, 63
Philosophy: PHIL 1, 15

G.E. Breadth requirements: Information regarding UCI G.E. requirements is available in Saddleback’s Counseling Services Office or refer to the ASSIST website at www.assist.org

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 advisement track):

CORE COURSES: HS 100, (110* and 150* combined), 120* (in lieu of CSUF’s PSYC 361 or CAS 312); MATH 10 (in lieu of CSUF’s PSYC 201).

*No upper-division credit granted by CSUF for HS 110, 120, 150.
Note: For transfer students who have completed an approved Alcohol and Drugs (CAADP-accredited program) or Eating Disorder Certificate Program at local community colleges, the CSUF Human Services program will accept up to eighteen (18) units of transfer credit for majors in the program. Students must show evidence of having completed the certificate program before transfer credit will be accepted. Students who have not completed the certificate program may apply a maximum of twelve (12) units of related coursework in human services or related 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:
HS 170 Alcohol and Drugs in Our Society
HS 171 Alcoholism: Intervention Treatment & Recovery
HS 172 Physiological Effects of Alcohol & Drugs
HS 175 Substance Abuse Education, Prevention Intervention
HS 182 Substance Abuse: Adolescent Treatment & Recovery

Sample Eating Disorders Certificate Courses:
HS 181 Introduction to Eating Disorders
HS 184 Medical Aspects of Eating Disorders
HS 185 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.

ALSO SEE SOCIAL WORK

INTERIOR 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.

Lower-division Preparation: ART 25, 26; ARCH 124A; ID 116, 121, (123 and 133), 127.

Note: Students are advised to consult with a CSULB program advisor regarding selection of electives.

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts in Arts - Emphasis in Interior Design

Lower-division Preparation: ART 25, 26, 40, 41, 80, 81.

Recommended: ID 110, 112 and 121 are recommended-credit toward the major is subject to portfolio review. Additional lower-division preparation is required after transfer.

Foreign Language Requirement: Proficiency equivalent to a Foreign Language level 3 is required, (Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College).

After transfer, a portfolio review is required to advance to upper-division interior design coursework. Students are advised to refer to the SDSU catalog and to contact SDSU’s School of Art, Design, and Art History for details pertaining to the nature and content of SDSU’s portfolio review.

Students are also advised to refer to the SDSU catalog, and the ASSIST website at www.assist.org for further information regarding transfer requirements for this impacted program.

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

Important: Students transferring to SDSU must have completed at least 60 transferable units.

ALSO SEE DESIGN

COMMUNICATIONS

Journalism

Kinesiology

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Science in Kinesiology

Requirements for the Major: All foundation and core courses are upper-division with the exception of "Movement Anatomy". BIO 11 or 113 should be taken at Saddleback College prior to transfer to meet the movement anatomy prerequisite.

Prerequisite Lower-division Performance Courses: A minimum of six courses. Intercollegiate sports courses may be applied in the appropriate areas. Students are required to complete at least one course in each of the following areas:

Fitness: (PE 2, 4, 5 or 6).
Aquatics: (PE 41, 42, 43; PPE 13 or 14).
Combatives: (PE 93 or 94).
Individual Sports: (PE 19, 20, 21, 22, 23 or 28).
Racquet Sports: (PE 11, 12, 13, 24, 25 or 26).
Team Sports: (PE 70, 73, 74, 75, 76, 77, 78 or 79).

Athletic Training Education Program - Support Courses: BIO 20; CHEM 108 or PHYS 2A; HLTH 1; PSYC 1. Recommended: BIO 11 (Human Anatomy).

Refer to the CSUF catalog for further information on coursework and GPA requirements.

Subject Matter Preparation Program (for obtaining single subject teaching credential in Physical Education): Refer to the requirements for the Kinesiology major listed above. Teacher education students must take a minimum two courses in an "individual sports" area and add three units of dance (DANC 64 at Saddleback College) as well as a prevention and first aid course (HLTH 2 at Saddleback College). Refer to the CSUF catalog for details.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Arts in Kinesiology - Option in Athletic Training

Lower-division Preparation: BIO 11*, 12*; HLTH 2* and 104*; PSYC 1*; and eight physical activity units distributed over a minimum of four activity categories: PE 41, 42 will apply toward Aquatics category; and PE 14, 15 will apply toward Individual/Dual Sports category. Other categories include Combatives, Dance, Wilderness Studies, and Team Sports.

Bachelor of Science in Kinesiology - Option in Exercise Science

Lower-division Preparation: BIO 11*, 12*; CHEM 1A* and 1B; HLTH 2* and 104*; PHYS 2A* and 2B; PSYC 1*. Electives: students select 18 units (minimum 6 units from KPE courses at CSULB after transfer) recommended courses at Saddleback College include: BIO 3A, 3B, 3C, 20; FN 50.

Bachelor of Science in Kinesiology - Option in Kinesiotherapy

Lower-division Preparation: BIO 11*, 12*; HLTH 2* and 104*; PSYC 1*, 2*; and eight physical activity units distributed over a minimum of four activity categories: PE 41, 42 will apply toward Aquatics category; and PE 14, 15 will apply toward Individual/Dual Sports category. Other categories include Combatives, Dance, Wilderness Studies, and Team Sports.

(*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 and GPA requirements for these impacted majors. Students are also advised to consult with a CSULB program advisor.
SAN DIEGO STATE UNIVERSITY
Bachelor of Science in Kinesiology (Exercise and Nutritional Sciences)
- Applied Arts and Sciences

Kinesiology is the study of the processes through which individuals obtain optimal health, physical skill, and fitness. The Kinesiology major includes specializations in Athletic Training, Fitness, Nutrition and Health, Physical Education, and Pre-physical Therapy. Students are advised to refer to the SDSU catalog and the ASSIST website at www.assist.org for current information regarding these impacted programs.

Athletic Training Emphasis:
Lower-division Preparation: BIO 3A, 3B, 3C, 11; CHEM 1A, 12A; MATH 10; PE 4 or 5; PHYS 20; PPE 3; PSYC 1.

Fitness, Nutrition & Health Emphasis:
Lower-division Preparation: BIO 11, 20; CHEM 10B; MATH 10; PE 4 or 5; PPE 3; PSYC 1; SOC 1; and any two PE activity courses for a minimum of two units. Recommended elective: FN 50.

Physical Education Emphasis:
This program is for students who wish to be candidates for a Single Subject Teaching Credential at SDSU. Completion of 12 units toward a minor or supplementary authorization is required. Students are advised to contact SDSU for further information regarding this program.

Lower-division Preparation: BIO 11; MATH 10; PPE 3; PSYC 1; SOC 1.

Pre-physical Therapy-Kinesiotherapy Emphasis:
Lower-division Preparation: BIO 3A, 3B, 3C, 11; CHEM 1A; MATH 10; PE 4 or 5; PHYS 2A; PPE 3; PSYC 1, 3; SOC 1.

Pre-physical Therapy-Rehabilitative Science Emphasis:
Lower-division Preparation: BIO 3A, 3B, 3C, 11, 15; CHEM 1A, 1B; MATH 10; PE 4 or 5; PHYS 2A, 2B; PPE 3; PSYC 1; SOC 1.

Important: Students transferring to SDSU must have completed at least 60 transferable units.

Law (Pre-Law)
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, LONG BEACH
Bachelor of Arts in Liberal Studies

An upper-division core of 27 units is required. Students must also complete a 24-unit upper-division option in either the Thematic Plan or the Elementary Education Plan.

Thematic Plan:
This plan is designed for students who have broad interests that expand beyond the confines of a single department. Thematic Plan students may center their coursework on an academic interest, or they may select courses that prepare for later professional training or for specific careers. Such plans in the past have included preparation for law school, advanced business degree programs, and preparation for careers in environmental science.

The American Humanities Certificate Nonprofit Agency Track (51 units) is for students interested in careers serving in nonprofit agencies providing leadership, fund raising, marketing, and management services. This track focuses on nonprofit youth and human service management. Students completing the track receive an American Humanities Certificate, which helps in the search for a position in a nonprofit agency. To enter this track, students must:

- Have at least a 2.7 cumulative GPA;
- Complete an American Humanities Membership application;
- Complete an interview with the American Humanities Coordinator;
- Actively participate in the American Humanities Student Association (AHSA), and attend at least one retreat;
- Attend at least one American Humanities Management Institute (AHMI) conference.

Lower-division Preparation for the Thematic Plan:
HIST 4 or 5; ENG 21A or 21B; MUS 1 (MUS 1 is not required for students who have a knowledge of basic music theory). Students should also consult with a CSU program advisor to develop their own 24-unit interdisciplinary program for the purpose of pursuing a problem, theme, or issue.

Elementary Education Plan:
The Elementary Education Plan is for students seeking a Multiple Subjects Teaching Credential. Students will be required to take the state-approved California Subjects Examination for Teachers (CSET) unless they complete the approved Multiple-Subject Matter Preparation Program (MSMPP) which waives a student having to take the CSET. While Liberal Studies is a recommended major for elementary education, students have the option of completing any major at CSU Fullerton and then either passing the CSET exam or taking the waiver courses (MSMPP).

Lower-division Preparation for the MSMPP: Completion of the CSU General Education certification pattern, or the CSU/IGETC pattern including these courses: BIO 20; Critical Thinking/ENG 1B (preferred), 21A or 21B; GEOG 2 or 3 (preferred); HIST 4, 16 (preferred) or 22, and 32; PS 1; PSYC 7; SP 1 (preferred) or 5; TA 20 or DANC 64; one introductory course in chemistry or physics selected from: CHEM 108 or PHYS 20; and one introductory course in earth science selected from: GEOL 1 or 20. MATH 7 is recommended.

Additional information is also available on CSU’s Center for Careers in Teaching (CCT) website www.fullerton.edu/cct

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: ENG 1A
  Group 2: SP 1
  Group 3: ENG 21B
Bachelor of Arts in Liberal Studies

Preparation for the Major includes the following:

**A. Basic Skills (9 units from):**
2. Written Communication: ENG 1A.
3. Critical Reasoning: ENG 1B or PHIL 12; SP 2, 3 (+Note: ENG 1B may satisfy either Critical Reasoning or the Advanced Writing requirements but not both).

**B. Science and Mathematics (15-16 units from):**
2. Earth Science (3 units): New coursework for this area is pending CSUSM review and approval. Students are advised to see a Saddleback College counselor or contact a CSUSM advisor.
4. Mathematics (two courses): A sequence of MATH for Elementary Teachers to be taken at CSU San Marcos after transfer. No equivalent for this requirement at Saddleback College. MATH 7 is recommended.

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

**C. Humanities (18-21 units from):**
1. Critical Art (3 units): New coursework for this area is pending CSUSM review and approval. Students are advised to see a Saddleback College counselor or contact a CSUSM advisor.
2. Studio Art (3 units): ART 10, 40, 41, 50, 57, 70; MUS 1, 10, 15, PHOT 50; TA 1, 10.

**D. Social Sciences and American Institutions (12 units from):**
1. Social Science: GEOG 3; PSYC 7.

**E. Physical Health (4 units):** Coursework for this area is pending CSUSM review and approval. Students are advised to see a Saddleback College counselor or contact a CSUSM advisor.

Completion of a minimum of 60 units including all General Education and Liberal Studies courses and maintaining a minimum GPA of 2.75 may qualify students for the Integrated Curriculum option allowing completion of all major and credential requirements in six additional semesters. For more information, contact a CSU San Marcos advisor.

**Note:** Before graduating, CSU San Marcos (CSUSM) students must demonstrate proficiency in a language other than English by examination or by completion of Level 3 of a language course other than English-CSUSM also accepts American Sign Language (ASL) in fulfillment of this requirement (SL 3 at Saddleback College). Computer competency is also a graduation requirement which may be met by examination or by completing a computer applications course (e.g., CIM 1 or CS 1A at Saddleback College). The "language other than English" and "computer competency" requirements must be met with a grade of "C" or better. Refer to the CSUSM catalog for more information.

**SAN DIEGO STATE UNIVERSITY**

Bachelor of Arts Degree in Applied Arts and Sciences - Liberal Studies Major

**Foreign Language Requirement:** Proficiency equivalent to a Foreign Language level 2 is required, for this major. (Examples: FR 2, GER 2, *SPAN 2, SL 2 at Saddleback College).

*Spanish is strongly recommended. Also refer to section of SDSU catalog on "Graduation Requirements."

**Preparation for the Major:**

| 1. Composition | 3 units | ENG 1A |
| 2. Composition | 3 units | ENG 1B |
| 3. Speech      | 3 units | SP 1   |
| 4. Literature  | 3 units | ENG 21B|
| 5. Mathematics | 3 units | MATH 7 recommended |
| 6. Mathematics | 6 units | See a counselor |
| 7. Life Sciences| 4 units | BIO 20 |
| 8. Physical/Earth Science | 3-4 units | GEOL 20* |
| 9. Laboratory  | 3 units | From category 7 or 8 |
| 10. Global Perspective | 3 units | GEOG 3 |
| 11. Western or World Civ. | 3 units | HIST 4 |
| 12. American Institutions | 6 units | HIST 16 and PS 1 |
| 13. Music      | 3 units | See a counselor |
15. Values & Ethics 3 units PHIL 10, 15
16. Physical Education 2 units See a counselor
17.a Individual Perspective 3 units PSYC 1
17.b Child Development 3 units PSYC 7
*SDSU course review and approval pending.

General Education: The CSU IGETC pattern will fulfill lower-division General Education certification and should be used for students who are certain they will transfer to SDSU and follow the Liberal Studies Education program.

Important: Students transferring to SDSU must have completed at least 60 transferable units.

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. (Also see "Biological Sciences").

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Marine Biology

Lower-division Preparation: BIO 3A, 3B, 3C, 19; CHEM 1A, 1B; MATH 3A, 3B; PHYS 2A and 2B.

SAN DIEGO STATE UNIVERSITY
Bachelor of Science in Applied Arts and Sciences-Emphasis in Marine Biology (Biology)

Lower-division Preparation: BIO 3A, 3B, 3C; CHEM 1A, 1B, 12A; MATH 3A; PHYS 2A and 2B.

Important: Students transferring to SDSU must have completed at least 60 transferable units.

OCEANOGRAPHY: 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 (MATH 3A, 3B); (2) one year of calculus-based physics (PHYS 4A and 4B); (3) one year of general chemistry (CHEM 1A, 1B); (4) a second year of chemistry or physics (CHEM 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.

A Bachelor of Science degree in oceanography is offered at Humboldt State University. See "Oceanography" in this section for specific courses required as preparation for this 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.

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 all lower-division mathematics courses prior to transfer.

Lower-division Core Requirements:
- CS 1B; MATH 3A, 3B, 3C, 24, 26.
- 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: CHEM 1A and 1B.
  - Civil Engineering Cognate: ENGR 31.
  - Computer Science Cognate: CIM 172A and CS 2B.
  - Economics Cognate: ECON 2 and 4.
  - Management Science Cognate: (no lower-division courses)
  - Mathematics Cognate: (no lower-division courses)
  - Physics Cognate: PHYS 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
- CS 1B*; ENG 1B; MATH 3A, 3B, 3C, 26; PHYS 4A.

Option in Mathematics Education: This option is for students preparing to teach mathematics at the secondary school level. Refer to the CSULB catalog for further information regarding this option:

- Lower-division requirements: CS 1B*; ENG 1B; MATH 3A, 3B, 3C, 26; and one of the following sequences: PHIL 12 and CSULB’s PHIL 270 after transfer, or PHYS 4A and 4B, or two semesters (at least eight units) of a foreign language.

*Equivalency for CS 1B is pending CSULB approval at the time of catalog publication. Contact the Articulation Office at Saddleback College regarding status (949) 582-4435.

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
- CS 1B (and CS 112 taken at CSUSM); MATH 3A, 3B, 3C; PHYS 4A; and choose two from the following:
  - BIO 3A-3B-3C sequence; CHEM 1A; CS 1C and 2B (with CS 212 taken at CSUSM); or PHYS 4B.

General Education: Refer to CSU general education certification section of this catalog.
**SAN DIEGO STATE UNIVERSITY**

Bachelor of Arts in Mathematics

Lower-division Preparation: MATH 3A, 3B, 3C, 26; SDSU also recommends completion of PHYS 4A, 4B and 4C.

Foreign Language Requirement: Proficiency equivalent to a Foreign Language level 3 is required. Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College.

Important: Students transferring to SDSU must have completed at least 60 transferable units.

**UNIVERSITY OF CALIFORNIA, IRVINE**

Bachelor of Science in Mathematics

Lower-division Preparation: MATH 3A, 3B, 3C, 24, 26; and select CHEM 1A and 1B or PHYS 4A and 4B or PHYS 4A and 4C or PHYS 4A, 4B, 4C sequence; and choose one equivalency from: CS 3B and UCI's ENGRCEE/ENGRCE 10 after transfer or CS 1A and 4A and 4B (this combination equals UCI's ICSCI 21).

G.E. Breadth requirements: Information regarding UCI G.E. requirements is available in Saddleback’s Counseling Services Office or refer to the ASSIST website at www.assist.org

**CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS**

Bachelor of Science in Clinical Science - Medical Technology

Lower-division Core Requirements for all Clinical Science Majors include: BIO 113; CHEM 1A, 1B; MATH 10; and additional lower-division coursework after transfer.

In addition to Medical Technology, other available options for the B.S. in Clinical Science include Cytotechnology, and the Nuclear Medicine Technology Option. Refer to the CSU Dominguez Hills catalog or ASSIST at: www.assist.org for additional information.

**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: BIO 3A, 3B, 3C; CHEM 1A, 1B, 12A; MATH 3A; PHYS 2A and 2B.

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

Important: Students transferring to SDSU must have completed at least 60 transferable units.

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**Medical Technology**

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:

Lower-division Preparation: BIO 3A, 3B; CHEM 1A, 1B, 12A, 12B; PHYS 2A and 2B or 4A and 4B; MATH 3A, 3B; ENG 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.

**Music**

The following curriculum is designed to meet the needs of the transfer student in music. Although great care has been taken to provide the student with the required courses necessary for acceptance as a junior at any California State University, it always is advisable to check the specific catalog of the school to which you are transferring in order to determine that specific areas have been covered. It should be noted that most colleges and universities require applied music and performance as a major’s requirement each term.

**CALIFORNIA STATE UNIVERSITY SYSTEM—INDEPENDENT COLLEGES AND UNIVERSITIES**

Transfer core:

**Music Theory**—MUS 1 (or proficiency exam) is a prerequisite to the theory sequence and should be taken, if needed, during the summer session.

*F-1 MUS 10—Harmony I
*S-1 MUS 11—Harmony II
*F-2 MUS 12—Harmony III
*S-2 MUS 13—Harmony IV

**Music History:**

MUS 25—Music History: to Mozart

MUS 26—Music History: since Mozart

or both, depending on transfer institution requirements.

**Keyboard:**

MUS 54—Beginning Piano

MUS 55—Intermediate Piano; or 56—Advanced Piano.

or May pass proficiency exam.

**Performance** (each semester enrolled):

MUS 30’s or 40’s series or MUS 64 (Performance Group)

**Applied Music** (each semester enrolled):

MUS 50, 51, or 52 (Applied Music)

**Jury/Recital** (each semester enrolled):

MUS 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 and the Bachelor of Music

The Department of Music at UCI offers two degrees: the Bachelor of Arts in Music with emphases in Analysis, History, Jazz, and Performance; and the Bachelor of Music with specializations in composition, bassoon, clarinet, contrabass flute, french horn, harp, jazz instrumental, lute and guitar, oboe, percussion, piano, saxophone, trombone, trumpet, tuba, viola, violin, violincello, and voice.

It is recommended that transfer students enter the major with college-level private instrumental or voice instruction, two years of music theory, the history of Western music, ear-training, sight-singing, sight-reading, and piano.

All transfer students must pass a performance audition in order to declare a major in either degree program. Transfer students must also take the placement tests in musicianship, theory, and history in order to receive credit toward fulfilling degree requirements. All transfer students should pass the required piano (sight-reading) examination no later than their second quarter of upper-division standing. A complete list of recommended proficiency levels can be found in the UCI catalog.

Lower-division Core Requirements for both degree programs: MUS 10, 11, 12.

*Two years of individual vocal or instrumental instruction from: MUS 50, 51, 52, and *Two years of ensemble or repertory from: MUS 31, 32, 33, 34, 35, 37, 40, 41, 42, 43, 47, 49, 45, 67.

*At least one year for each category must be taken in residence at UCI.

Music Theory Classes: Transfer students are placed in required music theory classes based on their competence at entrance. Transfer credit will be given by CSU Fullerton only for those classes up to and including the student’s demonstrated level of competence, regardless of how many courses or units have been taken.

Music-Major Piano Classes: All music majors at CSU Fullerton must reach a certain competency in piano. This may be achieved independently or through class-piano study. The CSU Fullerton Music Department does not require class piano in any degree program and thus does not grant transfer credit for piano classes, except as music electives.

UNIVERSITY OF CALIFORNIA, IRVINE

Bachelor of Arts in Music and the Bachelor of Music

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: 1) Meet requirements for admission to the university as a transfer student; 2) Completion of an associate degree in nursing or its equivalent; 3) Current licensure as a registered nurse in California; 4) Completion of one year of satisfactory work experience as a registered nurse is recommended; 5) Completion of the following (with a minimum grade of “C” in each course): BIO 11, 12, 15 CHEM 1A or 3 or 108 or 12A PSYC 1 SOC 1 or ANTH 2

Bachelor of Science in Nursing
CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Nursing - Basic Nursing Program

To advance from the pre-Nursing major to the Nursing program, students must complete a minimum of 56 transferable semester units, including all lower-division G.E. requirements with a cumulative GPA of 2.5; earn a "C" or better in all prerequisite courses; complete a test at CSULB that assesses their ability for critical thinking and problem-solving abilities; successfully complete the CSULB Writing Proficiency Examination (WPE); 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: BIO 11*, 12*, 15*; CHEM 108*, PSYC 1*, SOC 1*; N 160 (required support course).

*CSULB screening criteria equivalencies for this impacted major. Please refer to the CSULB catalog for further details regarding program requirements.

Registered Nursing Program (CSULB):

Lower-division Preparation: Earned accredited Associate Degree in Nursing; 56 transferable units including certification of general education requirements. Students should contact the Nursing Department at CSULB Long Beach for further information regarding other admissions requirements for this program.

SAN DIEGO STATE UNIVERSITY
Bachelor of Science Degree in Occupational Therapy

The occupational therapist works with individuals who need help in learning to cope with psychological or physiological dysfunction to improve their ability in self-care or to gain living ability. The therapist has a choice of working with varied disability groups or persons of any age in facilities such as general hospitals, geriatric homes, rehabilitation centers, pediatric or psychiatric hospitals, and home care programs.

Lower-division Requirements:

- Important: Students transferring to SDSU must have completed at least 60 transferable units.

OTHER CSU NURSING PROGRAMS: Other CSUs offering either basic nursing, registered nursing programs, or both, are: Bakersfield, Chico, Dominguez Hills, Fresno, Hayward, Humboldt, Los Angeles, Northridge, Sacramento, San Bernardino, San Francisco, San Jose, Sonoma, and Stanislaus. Refer to each campus catalog of interest, and the ASSIST website at www.assist.org as applicable for information regarding nursing program(s).

MOUNT ST. MARY’S COLLEGE
Nursing Program - Baccalaureate Degree

Lower-division Major Preparation: BIO 11, 12, 15; CHEM 108 or PHYS 2A; ENG 1A, 1B; FN 50 or 64; PHIL 15; PSYC 1, 7*; SOC 1; SP 1.

*Note: PSYC 7 requires an additional unit of an adult development course to be taken after transfer.

General Education: Mt. St. Mary’s College has a prescribed G.E. program. For more information regarding additional coursework for G.E. requirements, contact the Counseling Services office at Saddleback College or Mount St. Mary’s College.

UNIVERSITY OF SOUTHERN CALIFORNIA
Nursing Program

USC’s Nursing program is now offered only at the master’s level. General admissions requirements include: a bachelor’s degree in nursing or a related field; a minimum 3.0 undergraduate grade point average; and current licensure as a Registered Nurse. Students are advised to refer to the USC catalog and contact the USC’s Center for Health Professions at (323) 442-2001 for information.

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 eligibility to sit for the national certification examination.

Lower-division Preparation: BIO 113; MATH 10; and a bilingual/multicultural component to equal proficiency at the level of at least 6 units of foreign language instruction, or equivalent as certified by CSUDH’s foreign language department. Competency may be certified at the community college.

Refer to the CSUDH catalog and the ASSIST website at www.assist.org for additional information regarding this program.

LOMA LINDA UNIVERSITY
Bachelor of Science Degree in Occupational Therapy

The occupational therapist works with individuals who need help in learning to cope with psychological or physiological dysfunction to improve their ability in self-care or to gain living ability. The therapist has a choice of working with varied disability groups or persons of any age in facilities such as general hospitals, geriatric homes, rehabilitation centers, pediatric or psychiatric hospitals, and home care programs.

Lower-division Requirements:

Domain 1: Spiritual and Cultural Heritage (Total of 14 semester units minimum in Domain 1)

- Religion (3-6 units): Any religion or humanities courses.

Cultural Heritage (8 semester units minimum): Select courses in two areas from: ART 20; ENG 15A, 15B, 17A, 17B, 21A, 21B; any foreign language; HIST 4, 5, 16, 17, 19; MUS 20 (Applied Art/Music one semester hour maximum); PHIL 1, 12, 15.

Domain 2: Scientific Inquiry and Analysis:

Natural Sciences: BIO 11 and 12 (complete sequence); MATH 253* (*MATH 253 required but no college credit is given); PHYS 2A; and select one additional biology or chemistry or math course (CHEM 108 recommended).

Social Sciences: ANTH 2 or CCS 1 or 2 (required); PSYC 1, 7; SOC 1; and select one additional course from anthropology, or psychology, or sociology.

Domain 3: Communication: CIM 112; ENG 1A and 1B; SP 5.

Domain 4: Health and Wellness: FN 50; and select two units of PE (activity).

SAN JOSE STATE UNIVERSITY
Bachelor of Science in Occupational Therapy

Recommended Lower-division Preparation (Prerequisites): BIO 11, 12; MATH 10; PHYS 20; PSYC 1, 37; SOC 2; and select one studio arts or skills course from: ART 10, 11, 60, 70, 133; or FASH 110, 124.
UNIVERSITY OF SOUTHERN CALIFORNIA

Bachelor of Science in Occupational Therapy

Recommended Lower-division Preparation: BIO 11, 12; PSYC 1, 7, 37; SOC 1 or ANTH 2.

Note: Refer to the "Transferring to USC" booklet for general education requirements and other admissions information which is available in Saddleback's Counseling Services office.

Oceanography

HUMBOLDT STATE UNIVERSITY

Bachelor of Science in Oceanography

Recommended Lower-division Preparation: BIO 3C; CHEM 1A, 1B; GEOG 1; MS 20; MATH 3A, 3B, 3C, 10; PHYS 4A.

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 (BIO 3A, 3B); general chemistry (CHEM 1A, 1B); general physics (PHYS 2A-2B); college mathematics (MATH 12A, 2 or 3A, 3B); and English composition (ENG 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 Recommended Preparation:

All applicants to UCB's Optometry program are required to have a bachelor's degree. Refer to the UCB catalog, or ASSIST at www.assist.org for further information regarding this program.

Recommended coursework: BIO 3A, 3B, 3C, 11, 12, 15; CHEM 1A, 1B (prerequisite for 12A), 12A, 12B; ENG 1A, 1B, 25; MATH 3A, 3B, 10; PHYS 4A, 4B; PSYC 1.

SOUTHERN COLLEGE OF OPTOMETRY (SCO)

A candidate for admission is required to complete at least 90 semester units at an accredited institution prior to enrollment. At least 60 units must be completed at the time of application. Preference for admissions will be given to applicants who have completed a baccalaureate degree or higher. Very few students are admitted by the Southern College of Optometry without completing a baccalaureate degree.

Recommended Lower-division Preparation: BIO 3A, 3B, 15; CHEM 1A, 1B, 12A, 12B; ENG 1A, 1B; MATH 3A, 10; PHYS 2A, 2B; PSYC 1; SOC 1; and one other social sciences course. Recommended: BUS 1 and CIM 1.

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.

UNIVERSITY OF THE PACIFIC

Pre-Pharmacy Requirements (Doctor of Pharmacy Program)

Lower-division Preparation: BIO 3A, 3B, 15; CHEM 1A, 1B, 12A, 12B; ECON 2; ENG 1A, 1B; MATH 3A or 11; PSYC 1 or 37; PHYS 2A or 4A; SP 1.

A minimum of 64 semester units of college-level coursework is required for admission. UOP will accept general education programs completed at most accredited colleges and universities, including the CSU G.E. Certification pattern and the IGETC (CSU or UC patterns). Interested students are advised to contact the UOP's Pharmacy Evaluations at (800) 959-2867 as well as refer to the UOP catalog for further details regarding program requirements.

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 CALIFORNIA, SAN DIEGO

Bachelor of Science in Chemistry/Biochemistry: Pharmacological Chemistry

The Pharmacological Chemistry major provides a strong background in chemistry and includes most courses required by California pharmacy schools. The major is intended primarily as preparation for pharmacy schools, but students fulfilling their elective requirements with appropriate courses would be prepared for graduate school to obtain a Ph.D. in pharmacology or other areas of science. Degree recipients would also be prepared for most jobs in the biotechnology and chemical industries.

Recommended Lower-division Preparation: BIO 3A, 3B, 3C; CHEM 1A, 1B, 12A, 12B; ECON 2 or 4; MATH 3A, 3B, 3C, 24; PHYS 4A, 4B, 4C.

Refer to the UC San Diego catalog and the ASSIST website at www.assist.org for further information regarding this program.

UNIVERSITY OF CALIFORNIA, SAN FRANCISCO

Pre-Pharmacy Requirements

UC San Francisco is a graduate/professional institution requiring pre-professional preparation or graduate standing for admission. The following courses will satisfy the pre-pharmacy course requirements for the School of Pharmacy at UC San Francisco.

Lower-division Preparation: BIO 3A, 3B, 3C, 12; CHEM 1A, 1B, 12A, 12B; ENG 1A, 1B; MATH 3A, 3B, PHYS 2A and 2B or PHYS 4A and 4B; and 18 semester units of UC-transferable Humanities/Social Science courses to include the following: ECON 2 or 4 and SP 1 or 3; also select one of the following courses: ANTH 2; PSYC 1, or SOC 1.

Refer to the UC San Francisco catalog and the ASSIST website at www.assist.org for further information regarding admissions requirements and for this program.
UNIVERSITY OF SOUTHERN CALIFORNIA

Pre-Pharmacy Requirements (Effective Fall 2003)

Lower-division Preparation: BIO 3A, 3B, 3C, 12, 15; CHEM 1A, 1B, 12A, 12B; ECON 2 or 4; ENG 1A and 1B; MATH 3A, 10; PHYS 2A and 2B or PHYS 4A and 4B; PSYC 1 or SOC 1; SP 5*; and

#Humanities Requirement: Select 6 transferable semester units of general courses in classics, ethics, fine arts (except performance courses), foreign language, history, literature, or philosophy; and

#Social & Behavioral Sciences: Select 12 transferable semester units of general courses in anthropology, economics, geography, international relations, political science, psychology, or sociology.

*SP 1 will be accepted if completed prior to Fall 2002.

#Units will not be counted for candidates who have completed a BA or BS degree before beginning USC's pharmacy program.

Students are advised to contact USC’s School of Pharmacy at (323) 442-1466, for further details regarding GPA and other program requirements.

**Philosophy**

CALIFORNIA STATE UNIVERSITY, FULLERTON

*Bachelor of Arts in Philosophy*

Lower-division Preparation: A maximum of 6 units of lower-division courses selected from: PHIL 1, 10, 12.

Transfer Credit: Per CSUF in no case can more than six units of lower-division work taken at another institution count toward the major requirement of 39 units.

Philosophy majors who are planning to attend graduate school in philosophy are recommended by CSUF to acquire proficiency in a foreign language. Refer to the CSUF catalog and the ASSIST website at www.assist.org for further information.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

*Bachelor of Arts in Philosophy*

CSULB will accept up to 12 units of lower-division coursework in philosophy which can be applied towards the major including either: PHIL 1 or 15. Students are advised to consult with a CSULB program advisor for additional courses to be taken. Also refer to the CSULB catalog for additional information regarding this program.

*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.

UNIVERSITY OF CALIFORNIA, IRVINE

Bachelor of Arts in Philosophy

**Note:** In fulfillment of the requirements below, a single course may be used only once.

*Lower-division Preparation for the Major:

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:

Complete ENG 1A and 1B and HUM 10A and 10B, OR ENG 1A and 1B and HUM 1 and 3; OR

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

Writing: ENG 1A, 1B


History: HIST 4, 5, 7, 8, 16, 17, 62, 63

Philosophy: PHIL 1, 15

**Note:** Students will be required to take UCI’s PHILOS 10, 12, 30 and 11 or 13 after transfer.

G.E. Breadth requirements: Information regarding UCI G.E. requirements is available in Saddleback’s Counseling Services Office or refer to the ASSIST website at www.assist.org

**Physical Education**

SEE KINESIOLOGY

**Physical Therapy (pre-Physical Therapy)**

**Note:** The Commission on Accreditation in Physical Therapy Education (CAPTE) will no longer accredit baccalaureate degree programs.

CSU Fresno, CSU Long Beach, CSU Northridge, CSU Sacramento, 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 CSU pre-PhysicalTherapy Programs:

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: BIO 11, 12; CHEM 1A, 1B; MATH 10; PHYS 2A, 2B; PSYC 1.

Program examples - Independent Colleges & Universities:

LOMA LINDA UNIVERSITY

BS/MPT Degree in Physical Therapy

Lower-division Requirements:

**Domain 1: Spiritual and Cultural Heritage** (Total of 14 semester units minimum in Domain 1)

Religion (3-6 units): Select courses in two areas from: JUV 20; ENG 1A, 1B, 17A, 17B, 21A, 21B; any foreign language; HIST 4, 5, 16, 17, 19; MUS 20 (Applied Art/Music one semester hour maximum); PHIL 1, 12, 15.

**Domain 2: Scientific Inquiry and Analysis**

Natural Sciences: BIO 11 and 12 (sequence) or BIO 3A-3B-3C (sequence); CHEM 1A-1B (sequence) and PHYS 2A or PHYS 4A-4B-4C sequence and CHEM 108; also BIO 15 and MATH 10.

Social Sciences: ANTH 2 or CCS 1 or 2 (required); PSYC 1, 7.

**Domain 3: Communication**

CIM 112; ENG 1A and 1B; SP 5.

**Domain 4: Health and Wellness**

FN 50: two units of PE (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. "C minus" grades are not transferable for credit.
MOUNT ST. MARY’S COLLEGE
Masters in Physician’s Assistant

Emphasis in pre-Physical Therapy - Biological Sciences

Lower-division Preparation: BIO 3A, 3B, 11; CHEM 1A, 1B; CS 1A; MATH 10; PHYS 2A and 2B or 4A and 4B; PSYC 1; SOC 1.

General Education: Mt. St. Mary’s College has a prescribed G.E. program. For more information regarding additional coursework for G.E. requirements, contact the Counseling Services office at Saddleback College or Mt. St. Mary’s 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: BIO 3A, 3B, 3C, 11 and 12; CHEM (1A and 1B) or (12A and 12B); ENG 1A; MATH 3A or 11; PHYS 2A and 2B or PHYS 4A and 4B sequence; PSYC 1 and 7 or 37. Other: one course in literature or history is required; a cross-cultural course in sociology is recommended; applicants should be computer literate; substantial clinical experience is highly recommended in a volunteer or paid capacity in the physical therapy field.

Refer to the USC catalog for further details regarding admissions requirements for this program. Interested students are also advised to contact USC’s Center for Health Professions at (800) 422-4558 for more details regarding admissions and program requirements.

UNIVERSITY OF SOUTHERN CALIFORNIA
Masters 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 Physician Assistant Practice program.

Lower-division Preparation for Prerequisites: ENG 1A, 1B; BIO 3A, 3B, 11, 12, 15; CHEM 1A and 1B; Intermediate Algebra (MATH 253 or higher); MATH 10; PSYC 1. Note: Proficiency in Spanish is recommended by USC. Applicants are also expected to have a strong competency in medical terminology.

Students are advised to refer to the USC catalog and contact USC’s Primary Care Physician Assistant Program Admissions Office at (626) 457-4240 for further details regarding coursework and PA admissions requirements.

LOMA LINDA UNIVERSITY
Masters in Physician’s Assistant

The applicant must have either a B.S. degree in a health-related field such as Emergency Medical Care, Respiratory Therapy, Medical Technology, Nursing, Radiation Technology, or an A.S. degree in a health-related field plus a baccalaureate degree in any field. Degrees must be from accredited institutions.

Lower-division Preparation: BIO 11, 12, 15; CHEM 108; ENG 1A, 1B; MATH 8, 10; PHYS 2A; PSYC 1; SOC 1 or ANTH 2. Recommended: CIM 1 or 10, MATH 10, N 160.

Students are advised to contact Loma Linda’s School of Allied Health Professions at (800) 422-4558 for more details regarding admissions and program requirements.

WESTERN UNIVERSITY OF HEALTH SCIENCES
Physician Assistant Program

Admission to this program is on a competitive basis. All applicants must have earned a B.A. or B.S. degree from an accredited college or university. The minimum overall GPA is 2.7, and grades of "C" or lower in any of the prerequisite courses are not accepted.

Lower-division Recommended Preparation/Prerequisites: BIO 11, 12, 15; CHEM 1A, 1B; ENG 1A, 1B; MATH 7 or 8, 10; PSYC 1; SOC 1; select 9 units in Humanities (i.e., art, ethics, foreign languages, music, philosophy, religion). Recommended: BIO 41, SPAN 1.

Students are advised to contact Western University of Health Sciences at (909) 628-616 for further details regarding program and admissions requirements.

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Science in Physics

Lower-division Preparation: CHEM 1A, 1B; MATH 3A, 3B, 3C; and PHYS 4A, 4B, 4C. Note: All courses must be completed with a grade of "C" or better.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Physics

Lower-division Preparation: BIO 3A and 3B or BIO 20; CHEM 1A, 1B; MATH 3A, 3B, 3C; PHYS 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: MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C.

*There are no approved equivalents or substitutes for UCI’s Physics 53 (Introduction to C and Numerical Analysis). Students are advised to consult with a UCI advisor or contact the Counseling Services office at Saddleback College regarding this requirement, or complete after transfer at UCI.

G.E. Breadth requirements: Information regarding UCI G.E. requirements is available in Saddleback’s Counseling Services Office or refer to the ASSIST website at www.assist.org

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts in Political Science

Lower-division Preparation: PS 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 CSU. Students may apply no more than nine units total in lower-division courses toward the major: PS 4 (required) and two additional courses may be applied toward the major from the following: PS 3, 4, 12, 14 or 17.

Note: Students interested in the Single Subject Matter Preparation Program (Secondary Teaching) in Social Sciences, ADD the following courses: ECON 2, 4; GEOG 2 or 3; HIST 4, 5, 16, 17, 32; PHIL 1 or 10; also select one behavioral science course from: ANTH 1, 2, 9 or PSYC 1 or SOC 1.

General education requirements may be certified by following the CSU general education certification pattern outlined in this catalog.
CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Arts in Political Science

Lower-division Requirements: PS 1. Recommended electives (maximum of 6 units): PS 4 and 12.

General education requirements may be certified by following the CSU general education certification pattern outlined in this catalog.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
Bachelor of Arts in Political Science


Note: Before graduating, CSU San Marcos (CSUSM) students must demonstrate proficiency in a language other than English by examination or by completion of Level 3 of a language course other than English-CSUSM also accepts American Sign Language (ASL) in fulfillment of this requirement (SL 3 at Saddleback College). Computer competency is also a graduation requirement which may be met by examination or by completing a computer applications course (e.g., CIM 1 or CS 1A at Saddleback College). The "language other than English" and "computer competency" requirements must be met with a grade of "C" or better. Refer to the CSUSM catalog for more information.

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.

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts in Political Science

This is an impacted program. Refer to the SDSU catalog and the ASSIST website at www.assist.org for further information regarding GPA requirements and admissions selection criteria.

Preparation for the Major: PS 1, 4, 12 and MATH 10.

Foreign Language Requirement: Proficiency equivalent to a Foreign Language level 3 is required, (Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College).

Students majoring in political science must complete a minor in another field to be approved by the chair of the SDSU major department. General education requirements may be certified by following the CSU general education certification pattern outlined in this catalog.

Important: Students transferring to SDSU must have completed at least 60 transferable units.

UNIVERSITY OF CALIFORNIA, IRVINE
Bachelor of Arts in Political Science

Lower-division Requirements: PS 4 and select two courses from: PS 1, 2, 3, 10, 11, 12, 14, 17, 21, 61, 75, 80; AND

Select one course from: ANTH 1, 2, 3, 4, 6, 7, 8, 9, 10, 13, 14, 15, 20, 21; ECON 2, 4, 6 (or ENV 6), 11, 20; GEOG 1, 2, 3, 8; PSYC 1, 2, 3, 7, 16, 21, 30, 35, 37; SOC 1, 2, 4, 5, 6, 10, 15, 20, 21, 25, 30; AND

CIM 10 or (CIM 2A and 10) or CS 4A and 4B; and *MATH 3A and 10 or a one-year statistics sequence taken after transfer.

*The MATH 3A and MATH 10 combination is unique to this UCI major and should only be taken by students who are certain they will transfer to UCI.

G.E. Breadth requirements: Information regarding UCI G.E. requirements is available in Saddleback’s Counseling Services Office or refer to the ASSIST website at www.assist.org

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts in Psychology

Lower-division Major Requirements: MATH 10*; PSYC 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.

*Mental Health Providers are not considered Psychology Majors.

Note: Before graduating, CSU San Marcos (CSUSM) students must demonstrate proficiency in a language other than English by examination or by completion of Level 3 of a language course other than English-CSUSM also accepts American Sign Language (ASL) in fulfillment of this requirement (SL 3 at Saddleback College). Computer competency is also a graduation requirement which may be met by examination or by completing a computer applications course (e.g., CIM 1 or CS 1A at Saddleback College). The "language other than English" and "computer competency" requirements must be met with a grade of "C" or better. Refer to the CSUSM catalog for more information.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Arts in Psychology

Lower-division Preparation: MATH 10; PSYC 1, 2.

Note: The Psychology major at CSULB has been designated impacted. Refer to the CSULB catalog for further details regarding GPA requirements and other admissions selection criteria.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
Bachelor of Arts in Psychology

Lower-division Requirements: MATH 10; PSYC 1, 2.

Note: Before graduating, CSU San Marcos (CSUSM) students must demonstrate proficiency in a language other than English by examination or by completion of Level 3 of a language course other than English-CSUSM also accepts American Sign Language (ASL) in fulfillment of this requirement (SL 3 at Saddleback College). Computer competency is also a graduation requirement which may be met by examination or by completing a computer applications course (e.g., CIM 1 or CS 1A at Saddleback College). The "language other than English" and "computer competency" requirements must be met with a grade of "C" or better. Refer to the CSUSM catalog for more information.

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts in Psychology

This is an impacted program. Refer to the SDSU catalog and the ASSIST website at www.assist.org for information regarding GPA requirements and admissions selection criteria.

Lower-division Requirements: BIO 20; MATH 10; PSYC 1, 2.

Foreign Language Requirement: Proficiency equivalent to a Foreign Language level 3 is required, (Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College).

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 program.

Important: Students transferring to SDSU must have completed at least 60 transferable units.

General Education—For CSUF, CSULB, CSUSM, and SDSU general education, refer to the California State University general education certification section of this catalog for specific requirements. It is recommended that general education certification be completed prior to transfer.
CHAPMAN UNIVERSITY
Bachelor of Arts in Psychology

Lower-division Preparation: MATH 10; PSYC 1.

Bachelor of Science in Psychology

Lower-division Preparation: BIO 3A, 3B; CHEM 1A, 1B; MATH 3A, 3B; PHYS 4A, 4B; PSYC 1.

Note: Chapman University accepts either the CSU G.E. Certification or CSU IGETC Certification in fulfillment of their Basic Subjects, Preparatory Skills, and G.E. Breadth requirements. Refer to the Chapman University Catalog for information on Chapman's Common Requirements in foreign language and cultural heritage.

UNIVERSITY OF CALIFORNIA, IRVINE
Bachelor of Arts in Psychology

(In fulfillment of the requirements below, a single course many be used only once)

Lower-division Preparation for the Major: PSYC 1 and 3 or 30 or 35 (the preceding courses must be completed to receive transfer credit for UCI's Psychology 9A-B-C required sequence); also select one course from: PSYC 2, 7, 16, 21, 37, (30 or 35 if not taken above); and select two courses from: ANTH 1 or 2; ECON 2 or 4; PS 4; SOC 1; AND CIM 10 or (CIM 2A and 10) or CS 4A and 4B; and *MATH 3A and 10 or a one-year statistics sequence taken after transfer.

The MATH 3A and MATH 10 combination is unique to this UCI major and should only be taken by students who are certain they will transfer to UCI.

Bachelor of Arts in Psychology and Social Behavior

This UCI major studies human behavior in social contexts, and investigates how different social environments (e.g., the family, school, workplace, culture) affect health and human behavior. The major provides a foundation that will enable graduates to work in the private or public sectors or to do graduate work in psychology, public health, health services, social work, counseling, or education. Refer to the UCI catalog for additional information regarding this program.

Lower-division Preparation for the Major: ENV 1; PSYC 1 and SOC 1 (combination required as equivalency for UCI's PSY BEH P9); PSYC 2; MATH 10.

G.E. Breadth requirements: Information regarding UCI G.E. requirements is available in Saddleback’s Counseling Services Office or refer to the ASSIST website at www.assist.org

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Bachelor of Arts in Psychology

Lower-division Preparation for the Major: ANTH 1; BIO 20 or BIO 3A and 3B; CHEM 1A or 2; PHYS 2A or 4A or 20; PSYC 1. Select one course from the following: MATH 3A, 9, 10A*, 11 or CIM 6A (*UCLA recommends completion of MATH 10); and select one course from PHIL 1, 12, or 15.

Note: Admission is highly selective. Applicants with the strongest academic preparation and performance will be the most competitive for admission. Refer to the UCLA catalog and the ASSIST website at www.assist.org for more information.

Bachelor of Science in Psychobiology

UCLA's 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: BIO 3A, 3B; CHEM 1A, 1B, 12A, 12B; MATH 3A, 3B; PHYS 4A and 4B and 4C; PSYC 1. In addition, UCLA recommends completion of MATH 10 prior to transfer.

Note: Admission is highly selective. Applicants with the strongest academic preparation and performance will be the most competitive for admission. Refer to the UCLA catalog and the ASSIST website at www.assist.org for more information.

Public Administration

CALIFORNIA STATE UNIVERSITY, FULLERTON
CALIFORNIA STATE UNIVERSITY, LONG BEACH
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.

CSULB: Lower-division preparation for CSULB’s Public Policy and Administration program include: PS 1; and up to six units of lower-division electives in political science may be taken at the lower-division level: PS 4 and 12 are recommended electives; also three units of economics and three units of statistics (MATH 10) are recommended.

CSUF: The lower-division requirements for CSU Fullerton’s Concentration in Public Administration are the same as those for the Political Science major. (See preceding “Political Science” section.)

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 Pattern

The Public Administration program at SDSU is impacted. Students are advised to refer to the SDSU catalog for additional information regarding this major.

Lower-division Preparation: ACCT 1A; CIM 1 or 10; ECON 2, 4; MATH 10; PS 1.

Foreign Language Requirement: Proficiency equivalent to a Foreign Language level 3 is required. (Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College).

General education requirements may be certified by following the CSU general education certification pattern.

Important: Students transferring to SDSU must have completed at least 60 transferable units.

Radio/Television/Film

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Arts in Film and Electronic Arts (Option in Film and Electronics Media; Option in Film and Video Production)

Lower-division Preparation: ART 26 will fulfill a lower-division prerequisite requirement.

Per CSULB, applicants to this upper-division major must have completed a minimum of 56 semester units with certification of G.E. requirements and a cumulative GPA of 3.00 or higher. 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 Cinema and Television Arts

Recommended Lower-division Preparation: CA 1 or JRN 1; CA 30, 40; PHOT 50; and one course from: CA 110 or 124.
Note: Admission to this program is limited. Students must initially apply for admittance into the Pre-major. Students are advised to contact a SDSU program advisor prior to transfer.

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts (Communication)

Emphasis in Media Management or Telecommunications and Film:
The major is designated as impacted and has enrollment limitations and requires additional application procedures. Students are advised to contact a SDSU program advisor, and also refer to the ASSIST website at www.assist.org for further information.

Emphasis in Telecommunications & Film:
Lower-division Preparation: CA 1 or JRN 1; JRN 2 or CA 40; ECON 2; PS 1, 4; Foreign Language Requirement: Competency in one foreign language equivalent to that which is normally attained through three consecutive courses of university study.

Emphasis in Media Management:
Lower-division Preparation: CA 1 or JRN 1 and CA 30, 40; and select two courses from CA 31, 110, 124; Foreign Language Requirement for programs listed: Proficiency equivalent to a Foreign Language level 3 is required, (Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College).

Important: Students transferring to SDSU must have completed at least 60 transferable units.

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 refer to the SDSU catalog and contact a SDSU program advisor for further information.

Lower-division Preparation for the Major: CA 30, 31 or 125, 40, 110, 124; JRN 1 or CA 1.

Foreign Language Requirement: Proficiency equivalent to a Foreign Language level 3 is required, (Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College).

Important: Students transferring to SDSU must have completed at least 60 transferable units.

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

ALSO SEE COMMUNICATIONS

Social Sciences

UNIVERSITY OF CALIFORNIA, IRVINE
Bachelor of Arts in Social Sciences

Preparation for the Major: MATH 10; AND

Primary Field (Students must complete all the requirements for ONE Primary Field from the following): Economics: ECON 2, 4; History: select sequential two-semester survey courses from: HIST 4, 5 or HIST 7, 8 or HIST 16, 17 or HIST 27, 28 or HIST 40, 41 or HIST 70, 71; Political Science: PS 1; Psychology: PSYC 1, 2; Sociology: SOC 1; AND

Secondary Field: Select any two additional courses from the following which are different from those courses selected for the "Primary Field": ECON 2, 4; any CSU-transferable History course; any CSU-transferable Political Science course; PSYC 1; or SOC 1.

Note: Before graduating, CSU San Marcos (CSUSM) students must demonstrate proficiency in a language other than English by examination or by completion of Level 3 of a language course other than English-CSUSM also accepts American Sign Language (ASL) in fulfillment of this requirement (SL 3 at Saddleback College). Computer competency is also a graduation requirement which may be met by examination or by completing a computer applications course (e.g., CSM 1 or CS 1A at Saddleback College). The "language other than English" and "computer competency" requirements must be met with a grade of "C" or better. Refer to the CSUSM catalog for more information.

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts - Social Sciences Major

Lower-division Preparation: MATH 10; and two courses selected in three fields from: ANTH 1, 2; ECON 2, 4, 20; GEOG 1, 2; HIST 7 and 8 or 16 and 17 or 62 and 63; PS 1, 4, 12; SOC 1, 2.

Foreign Language Requirement: Proficiency equivalent to a Foreign Language level 3 is required, (Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College).

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

Important: Students transferring to SDSU must have completed at least 60 transferable units.

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.

Note: In fulfillment of the requirements listed, a single course may be used only once.

Lower-division Preparation: Select one course from: ANTH 1, 2, 3, 9 or ECON 2, 4 or GEOG 1, 2, 3 or PS 4 or PSYC 1 or SOC 1; and *MATH 3A and 10 or a one-year statistics sequence taken after transfer (*The MATH 3A and MATH 10 combination is unique to this UCI major and should only be taken by students who are certain they will transfer to UCI).

Multicultural Studies Specialization ADD: SOC 20 and one course from: ANTH 4, 6, 7 or CCS 1, 2 or PS 21 or PSYC 16 or 21 or SOC 4, 5, 6, 21.

Research and Analytical Methods Specialization ADD: two courses from: ANTH 2 or ECON 2 or 4 or PS 4 or SOC 2.

Social Studies Specialization for Secondary School Education ADD: HIST 4, 5, 16, 17; also ANTH 2 and (ECON 2 or ECON 4), and GEOG 3 and PS 1.
G.E. Breadth requirements: Information regarding UCI G.E. requirements is available in Saddleback’s Counseling Services Office or refer to the ASSIST website at www.assist.org

**CALIFORNIA STATE UNIVERSITY, LONG BEACH**

Bachelor of Arts in Social Work

*Required Lower-division Preparation:* ANTH 2*; BIO 113*; HS 100, 110 or 150; MATH 10*; PSYC 1*; SOC 1*.

*Note:* Per CSULB, screening criteria equivalencies for this impacted major are to be completed with a minimum 2.5 GPA.

**SAN DIEGO STATE UNIVERSITY**

Bachelor of Arts Degree in Liberal Arts and Sciences with a Major in Social Work

*Lower-division Preparation:* ANTH 1 or BIO 20; ECON 2 or 4 or 20; HLTH 1; MATH 10; PSYC 1; SOC 1; additional lower-division coursework to be completed after transfer.

**NOTICE:** Deadlines are to be completed with a minimum 2.5 GPA.

**CHAPMAN UNIVERSITY**

Bachelor of Arts in Sociology (Emphasis in Social Work)

*Recommended Lower-division Preparation:* MATH 10; SOC 1 and SOC 2 or 10.

*Note:* Chapman University accepts either the CSU G.E. Certification or CSU IGETC Certification in fulfillment of their Basic Subjects, Preparatory Skills, and G.E. Breadth requirements. Refer to the Chapman University Catalog for information on Chapman’s Common Requirements in foreign language and cultural heritage.

**CALIFORNIA STATE UNIVERSITY, FULLERTON**

Bachelor of Arts in Sociology

A maximum of nine lower-division units may be transferred from a community college and applied to the 36 units required in the major. Minimum requirements include SOC 1. The following courses can be transferred for credit toward the major within the nine-unit limitation:

SOC 1 (required); and select two courses from: SOC 15, 20 (or HIST 20), 21, 25, 30 (or PSYC 30). Coursework must be completed with a grade of "C" or better.

Refer to the CSUF catalog and the ASSIST website at www.assist.org for further details. See the CSU general education certification section for specific G.E. requirements.

**CALIFORNIA STATE UNIVERSITY, LONG BEACH**

Bachelor of Arts in Sociology

*Lower-division Preparation:* SOC 1, 2, and MATH 10. CSULB recommended elective: ANTH 2.

Refer to the CSULB catalog for additional information regarding this program.

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS**

Bachelor of Arts in Sociology

*Lower-division Preparation:* MATH 10 and SOC 1.

*Note:* Before graduating, CSU San Marcos (CSUSM) students must demonstrate proficiency in a language other than English by examination or by completion of Level 3 of a language course other than English-CSUSM also accepts American Sign Language (ASL) in fulfillment of this requirement (SL 3 at Saddleback College). Computer competency is also a graduation requirement which may be met by examination or by completing a computer applications course (e.g., CIM 1 or CS 1A at Saddleback College). The "language other than English" and "computer competency" requirements must be met with a grade of "C" or better. Refer to the CSUSM catalog for more information.

**SAN DIEGO STATE UNIVERSITY**

Bachelor of Arts in Sociology

*Lower-division Preparation:* SOC 1, 2 and MATH 10.

*Foreign Language Requirement:* Proficiency equivalent to a Foreign Language level 3 is required, (Examples: FR 3, GER 3, SPAN 3, SL 3 at Saddleback College).

Refer to the SDSU catalog and the ASSIST website at www.assist.org for additional information regarding this impacted program.

**UNIVERSITY OF CALIFORNIA, IRVINE**

Bachelor of Arts in Sociology

*Note:* In fulfillment of the requirements listed below, a single course may be used only once.

*Lower-division Preparation:* SOC 1 and 2, and select one course from:

ANTH 1; 2; 3; 9; ECON 2; 4; GEG 2; 10; PSYC 1; SOC 1; AND

One course selected from:

ANTH 4, 6, 7, 8, 10, 13, 14, 15, 20, 21; CCS 1, 2; ECON (or ENV 6); ECON 11, 20; GEOG 38; PS 1, 2, 3, 10, 11, 12, 14, 17, 21, 61, 75, 80; PSYC 2, 3, 7, 16, 21, 30, 35, 37; SOC 2, 4, 5, 6, 10, 15, 20, 21, 25, 30; AND

Two courses from:

SOC 10 and 30 or PSYC 30; AND

CIM 10 or (CIM 2A and 10) or CS 4A and 4B; and *MATH 3A and 10 or a one-year statistics sequence taken after transfer.

*The MATH 3A and MATH 10 combination is unique to this UCI major and should only be taken by students who are certain they will transfer to UCI.

G.E. Breadth requirements: Information regarding UCI G.E. requirements is available in Saddleback’s Counseling Services Office or refer to the ASSIST website at www.assist.org

**CHAPMAN UNIVERSITY**

Bachelor of Arts in Sociology (General Emphasis)

*Recommended Lower-division Preparation:* MATH 10; SOC 1.

*Note:* Chapman University accepts either the CSU G.E. Certification or CSU IGETC Certification in fulfillment of their Basic Subjects, Preparatory Skills, and G.E. Breadth requirements. Refer to the Chapman University Catalog for information on Chapman’s Common Requirements in foreign language and cultural heritage.
**Speech Communication**

**CALIFORNIA STATE UNIVERSITY, FULLERTON**

Bachelor of Arts in Speech Communication

Lower-division Preparation: SP 1. Students are advised to consult with a CSUF Speech Communication program advisor regarding selection of lower-division program electives (Examples: SP 2, 3, 4, 5, 35). Additional lower-division coursework to be taken at CSUF after transfer.

Refer to the CSUF catalog and the ASSIST website at www.assist.org for additional information regarding this program.

**CALIFORNIA STATE UNIVERSITY, LONG BEACH**

Bachelor of Arts in Speech Communication

The Department of Communication Studies at CSU Long Beach offers three undergraduate degree programs in Communication arts and sciences: The B.A. in Speech Communication, the Option in Interpersonal and Organizational Communication, and the Option in Rhetorical Studies.

Recommended Lower-division Preparation for all Speech and Communication Programs/Options: 12 units from the following: SP 1, 3, 4, 5, 35.

**Theatre Arts**

SEE DRAMA

**Veterinary Medicine**

UNIVERSITY OF CALIFORNIA, DAVIS

Requirements for Admission to the School of Veterinary Medicine:

Candidates for admission to the UC Davis veterinary medicine program must have completed the equivalent of at least 72 semester units at an accredited college or university. The undergraduate program should include plans to obtain a baccalaureate degree.

Lower-division Preparation: BIO 3A, 3B, 3C; CHEM 1A, 1B, 12A, 12B; PHYS 2A and 2B.

Additional Requirements: ENG 1A, 1B, and one other UC-transferable English course (English, rhetoric, speech, or literature); MATH 10; and three UC-transferable courses in humanities and social sciences (history, sociology, languages, music, art, psychology, ethnic studies, anthropology).

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 or access their website at vetmed.ucdavis.edu/admission/admission.html and the ASSIST website at www.assist.org

WESTERN UNIVERSITY OF HEALTH SCIENCES

Veterinary Medicine Program (DVM)

Lower-division Preparation: BIO 3A, 3B, 3C, 15, 41; CHEM 1A, 1B, 12A, 12B; CIM 10 or 112; ECON 2; ENG 1A; FN 56; PHYS 2A, 2B; SP 1; and the following three courses: ART 26, PSYC 1, and SOC 1.

Per Western University of Health Sciences, applicants are not required to have obtained an undergraduate degree (BA/BS). All applicants must take either the Medical College Admissions Test (MCAT) or the General Graduate Record Examination (GRE).

Animal Experience Requirements: Applicants should have no less than 500 hours in the following: Animal medical environment/veterinary practice, commercial animal production, regulatory animal control, animal entertainment or research environment.

Students are advised to contact the Western University of Health Sciences College of Veterinary Medicine for additional information regarding other admissions requirements. Phone: (909) 469-5628, website www.westernu.edu

**IMPORTANT NOTE:**

The preceding examples of selected articulated major programs for representative colleges were based on articulation information and resources available at the time of Saddleback College catalog publication, and are subject to change as articulation is a year-round process.

The counseling staff and articulation personnel at Saddleback College, in cooperation with instructional divisions, will continue to develop articulation and transfer agreements, especially for those majors about which a number of students inquire.

Additional information is available in Saddleback College’s Counseling Services office, or the following websites:

Saddleback College Articulation and Transfer Websites:

saddleback.edu/serv couns/artic
saddleback.edu/serv couns/tstu
saddleback.edu/serv couns
saddleback.edu/serv/trans

ASSIST:

ASSIST is the official California state-wide database listing a selection of campus-approved transfer agreements, G.E. requirements, and information on UC and CSU-transferable courses:

ASSIST: www.assist.org

Students are strongly advised to contact a Saddleback College counselor for more information and details regarding articulation agreements and transfer options for your college choice.
9-11 Commemoration

Beginning to Advanced Golf Instruction

Aviation Technology

EMT/Paramedic Training
Announcement of Courses

Course Numbering System Defined
Unless exceptions are noted following the course description in the college catalog, the following numbering system governs the applicability of courses toward completion of programs.

Grade Point Averages are computed on degree applicable courses numbered 1 through 299.

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.

Perequisities, 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 audits, 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 §55200)

“Advisories” are indicated in the catalog description as “recommended preparation.” Students who have had training or experience which they feel is equivalent to an advisory course may enroll in the course level appropriate with their experience. Concerns about enrolling in courses with advisories should be discussed with the instructor, dean, or a counselor.

Repeatable Courses

A completed course may be repeated with the following provisions:

1. Previous grades and credits for repeated courses will be disregarded in the computation of the student’s grade point average.

2. When courses are repeated, credit will be given only once and previously recorded coursework shall remain on the student’s transcript. The transcript will show which courses were excluded for purposes of grade-point calculation, insuring a true and complete academic history.

3. Courses in which skill development may require more than one semester may be repeated. These classes involve skill progression and often require intensive individual instruction in specific areas. The model under which a course may be repeated is presented by a code which includes R- and the model for repeating, for example, R-A. This code indicated by the (R-) following the course description in the “Announcement of Courses” section of this catalog.

4. When counting the number of times a course can be taken, begin with Fall 1983. Thus, courses taken in Fall Semester 1983 or later may have already used up some of the “takes” of that course.

5. Once a student has taken a more advanced course they cannot go back and repeat a lower-level course.

6. Courses without a Repeat (R) Code cannot be repeated.

7. A course previously completed with a satisfactory grade may not be repeated except by approval of the Admissions Office, by a student petition reflecting unusual circumstance.

8. Repetition is permitted, without petition, in instances when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. (Title 5 §55763(c))

Courses which may be repeated under this provision are included in those coded R 99.

9. Students with verified disabilities may repeat a course as part of “accommodation to a student’s educational limitations pursuant to state and federal nondiscrimination laws.” (Title 5 §56029)
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 sub-standard grade, that is, D, F, and/or NC, in a course are allowed to repeat the course one more time regardless of whether it is repeatable or not.

All courses designated as repeatable afford the student the opportunity to develop skills; and, all such repetitions count, where applicable, to the associate degree. Transfer students, however, should be aware that limitations on transfer credit for course repetitions are generally placed by most universities.

Gaucho Football teams have captured 3 National Championships
### Accounting

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<th>Course Prefix</th>
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#### ACCT 1A  GENERAL ACCOUNTING

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, product pricing, capital budgeting including discounted cash flow, and capital rationing. Course may be offered by mediated mode of instruction.

#### ACCT 1B  MANAGERIAL ACCOUNTING

Recommended Preparation: ACCT 1A

The study of financial statement analysis and managerial accounting concepts and principles as well as manufacturing and non-manufacturing costs, product and period costs, job order cost system, materials, labor, factory overhead, work in process and finished goods, process cost systems, equivalent units, 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, product pricing, capital budgeting including discounted cash flow, and capital rationing. Course may be offered by mediated mode of instruction.

#### ACCT 202A  INTERMEDIATE ACCOUNTING I

Prerequisite: ACCT 1A

Recommended Preparation: ACCT 1B

Review of fundamental accounting processes; in-depth studies of working capital involving cash and temporary investments, receivables, inventory evaluation procedures and current liabilities; stock investments.

#### ACCT 203  COST ACCOUNTING

Prerequisite: 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  BUSINESS MATHEMATICS

Reviews mathematics to solve typical business problems including simple interest, compound interest, installment sales, trade and cash discounts, mark-up percents, pricing, discounting notes and drafts, depreciation, taxes, insurance, statistics, stocks and bonds, and distribution of ownership and profits. Course may be offered by mediated mode of instruction.

#### ACCT 205  BUSINESS FINANCE

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 BUS 110. Credit given in either area, not both.

#### Special Topics

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

#### ACCT 215  GENERAL ACCOUNTING

Basic theory and principles of elementary accounting applicable to a single-proprietorship business. Practical application of accounting theory to the accounting cycles of service and merchandising business enterprises: bookkeeping practice; debit and credit practice; books of original entry; ledgers, working papers, adjusting and closing entries; income statement, balance sheet, and statement of owners equity, cash, payroll, special journals, merchandising firms. Recommended for students needing a bookkeeping foundation before enrolling in ACCT 1A, and for retailing, sales and merchandising, and office administration majors.

#### ACCT 216  INDIVIDUAL INCOME TAX

Recommended Preparation: ACCT 1A

Provides 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 are presented. Course may be offered by mediated mode of instruction. R E 3
ACCT 217 3/3/0
PARTNERSHIP AND CORPORATE TAXATION
Recommended Preparation: ACCT 1A and 216
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 222 3/3/0
INVESTMENT MANAGEMENT
Recommended Preparation: ACCT 1A or 215, and A C C T 1 2 0
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 1

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.

ACCT 289 .5-.4/.5-5/9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. 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 Internal Revenue Service (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
Cultural Anthropology

INTRODUCTION TO VISUAL CULTURE
An introduction to the current issues in cultural anthropology, using film, photography, and other visual mediums in which to explore culture. Questions of perspective, cultural difference, and representation will be addressed.

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.

WORLD PREHISTORY
An introduction to archaeology and the prehistory of humankind from the earliest traces of hominin evolution to emergence of state-level societies. This will explore prehistoric human behavior and its variability over the past five million years emphasizing major prehistoric events such as the origin of modern humans, the Upper Paleolithic, the advent of agriculture, and the rise of social complexity.

INTRODUCTION TO ARCHEOLOGY
A comprehensive overview of archaeological theories, methods, and practice. This course emphasizes the scientific practice of archaeology and offers students an informed perspective as to the processes involved in conducting archaeological research and interpreting archaeological remains. Field trips to local archaeological sites.

THE WORLD OF THE CELTS
Covers a variety of topics concerning the world of the Celts. A reas of study include prehistory, history, mythology, and general culture of those people identified as the Celts.

DIRECTED GROUP STUDY IN ANTHROPOLOGY
Prerequisite: ANTH 2
An examination of the complex relationship between culture and language with an emphasis on both the structure of languages and the importance of language as a symbolic and practical guide to people's behavior and the understanding of each other's actions. Topics include language socialization, the origin of language, bilingualism, and non-verbal communication.

WOMEN AND CULTURE: CROSS-CULTURAL PERSPECTIVES
An anthropological approach to the cross-cultural study of women. Emphasis is placed on a comparative study of Western and non-Western societies. The relative status of women in different societies will also be covered from the point of view of female anthropologists.

SOUTHWESTERN INDIAN CULTURES
Studies prehistoric sites and contemporary Indian cultures of the Southwest. Course will involve meeting Indian families; attending dances; and meeting local Indian specialists demonstrating silversmithing, carving, and pottery-making. ANTH 105A will concentrate on cultures in Arizona.
ANTH 105B 4/2/4
SOUTHWESTERN INDIAN CULTURES
Studies archaeological sites and contemporary Indian cultures of the Southwest. Course will involve meeting Indian families, attending dances, and meeting local Indian specialists demonstrating silversmithing, carving, and pottery-making. ANT H 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 189 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

ANTH 289 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

APSY 140 3/3/0
EDUCATIONAL AND VOCATIONAL PLANNING
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. May be offered by mediated mode of instruction.

APSY 141 3/3/0
ASSESSMENT OF PRIOR LEARNING
Recommended Preparation: College level writing skills.
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 RELATIONSHIPS
Designed to aid the individual in acquiring the skills and personal growth necessary to help others in self-exploration and positive change. 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
Integrates psychological theory with human experiences and presents a positive view of the human connections that make us whole. Students will study the 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 environments we create in which relationships flourish and the spaces between us that give us meaning will be described.

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. Designed for students who are undecided about their majors or interested in changing careers.

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.

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
CHARACTERISTICS OF SUCCESS FOR LIFELONG LEARNERS
Designed to identify strategies applicable to personal awareness leading to student success. The course will deal with models for effective problem-solving, effective communication, values clarification, and life management issues. Includes behavioral and cognitive theories used to develop positive techniques for dealing with people and assuming responsibility for lifelong learning and self-development.

APSY 163 .5-4/.5-4/.5-9
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 student in successfully attaining his or her academic and vocational goals. A variety of topics such as goal-setting, anti-procrastination strategies, academic success, and college and job search, information technologies, overcoming test anxiety, and time management will be offered. No topics may be repeated.

APSY 166 1/1/1
THEORETICAL AND APPLIED LEADERSHIP
Learning and applying basic theoretical and practical applications of leadership focused on contemporary issues such as governance, organizational structure, and planning. Includes 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
Employs a variety of instruments to assess students’ 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.
Course
Number
ACCT 220
Introduction to Financial Planning
RE 2
Repeatability model and number of repeats
Course Prefix
Course Title
Lecture Hours Per Week
Lab Hours Per Week
3/3/0

Arabic
ARAB 1
ELEMENTARY ARABIC
Corequisite: A R A B 999
Recommended Preparation: College-level reading ability
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. Equivalent to two years high school Arabic.

ARAB 2
ELEMENTARY ARABIC
Prerequisite: A R A B 1
Corequisite: A R A B 999
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.

ARAB 999
ARABIC LANGUAGE LAB
Corequisite: A R A B 1,2
Required concurrent enrollment in designated Elementary Arabic courses. Enhances and provides practice in skills learned in Elementary Arabic courses. Minimum one hour per week required.

Architecture
ARCH 110
INTRODUCTION TO ARCHITECTURE
Introduction to the professional field of architecture and related fields such as landscape architecture, engineering, construction, and city planning. Presentations by professionals to introduce students to options, requirements and job possibilities in various related fields.

ARCH 112
HISTORY OF ARCHITECTURE
The study of the architecture and environmental achievements of man from the earliest times to the present. Presenting the important buildings, cities, sites, and civilizations of mankind.

ARCH 122
ARCHITECTURAL PRACTICE
An introductory course covering the profession of architecture and the construction industry including professional relations, office procedures, and legal aspects.

ARCH 124A
ARCHITECTURAL DRAWING I
Principles and techniques of architectural drawing designed 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
ARCHITECTURAL DRAWING II
Recommended Preparation: ARCH 124A
Draft and organize a set of working drawings for a single-family house including building code requirements, materials, and principles of wood-frame construction.

ARCH 124C
ARCHITECTURAL DRAWING III
Recommended Preparation: ARCH 124B
Draft and organize an advanced set of working drawings for a steel and concrete commercial building.

ARCH 126
MATERIALS AND METHODS OF CONSTRUCTION
Studying various building materials, their use and application in the structural makeup of buildings.

ARCH 132
RESIDENTIAL PLANNING, PRINCIPLES AND DESIGN
Recommended Preparation: ARCH 124A
Design a single-family house. Go through design process that considers proper site relationship, plan function, form, structure, and materials.

ARCH 134
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 2D and 3D studies of space, form, color, and structure.

ARCH 136
BASIC ARCHITECTURAL DESIGN II
Recommended Preparation: ARCH 134
Learn to design quality form and space for living and/or working. Through the design process consider site, function, form, structure, color, and materials, as well as social, psychological, and ergonomic factors.

ARCH 142
DESCRIPTIVE DRAWING AND PERSPECTIVE
Recommended Preparation: ARCH 124A
Construct 3D drawings, including obliques, isometrics, 1-pt. and 2-pt. perspectives. Construct basic shadows and shade.

ARCH 144
ARCHITECTURAL PRESENTATION AND RENDERING
Recommended Preparation: ARCH 124A and 124B
Delineate 2D and 3D architectural drawings for presentation. Render three drawings with color, shade, shadows, people, and trees.

ARCH 150
INTRODUCTION TO COMPUTER-AIDED DRAFTING
Recommended Preparation: ARCH 124A or DR 100
Introductory course covering the operation and application of computer-aided drafting (CAD) systems used to create, modify, store, and plot technical drawings. Also listed as DR 150. Credit given in either area, not both.

ARCH 151
COMPUTER-AIDED DRAFTING
Recommended Preparation: ARCH or DR 150
An intermediate-level course in the operation and application of computer-aided drafting systems, used to create, edit, save, and plot technical drawings. Also listed as DR 151. Credit given in either area, not both.

ARCH 152
ADVANCED COMPUTER-AIDED DRAFTING
Recommended Preparation: ARCH or DR 150 or 151
Advanced computer-aided design and drafting with emphasis on advanced CAD knowledge and skills in the completion of technical drawings which reflect industry standards. Also listed as DR 152. Credit given in either area, not both.

ARCH 161
BLUEPRINT PLANS AND SPECIFICATION READING
Blueprint and specification reading as applied to California state codes. Includes residential, commercial, and hospital construction. (Formerly CON 130)

ARCH 162
CONSTRUCTION ESTIMATING
Includes the following aspects of the construction trade: bid preparations, material quantity and analysis, labor and material pricing and quantities summations, subcontract summations, subcontract bids, bid corrections, bidding practices, and final-bid form compilation and submittal. (Formerly CON 140)
ARCH 163  4/4/0
UNIFORM BUILDING CODE INSPECTION
Pursue minimum preparation and upgrading—for inspectors seeking certification, construction managers, and architect’s field observers. Examine federal, state, or local codes affecting construction, grading, and performance standards. Evaluate code compliance on-site with emphasis on interpretations. (Formerly CON 135)   R E 2

ARCH 164  3/3/0
COMBINATION RESIDENTIAL DWELLING INSPECTION
Recommended Preparation: ARCH 163 Prepares students to take the International Conference of Building Officials (ICBO) examination to become Certified building inspectors. 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. (Formerly CON 145)   R E 2

ARCH 165  3/3/0
ELECTRICAL CODE INSPECTION
A comprehensive study and review of the National Electrical Code and local authorities. Also covers regulations for inspection of residential and commercial units. (Formerly CON 151)

ARCH 166  3/3/0
CONTRACTORS’ LICENSE LAW
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. (Formerly CON 153)

ARCH 189  .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course.   R E 3

ARCH 211  3/3/0
CONCRETE INSPECTION
Presents technical knowledge needed by inspectors, code enforcement personnel, contractors and architects. Covers detailed concrete design, placement, mixing and testing. (Formerly CON 210)

ARCH 212  3/3/0
PLUMBING CODES: DRAINS, WASTE, VENTS, WATER, AND GAS
Examine responsibilities of the plumbing inspector. Review rules and regulations defining owner, builder and architect’s responsibilities. Study mechanics of installation and inspection of water, waste and venting systems. (Formerly CON 212A)

ARCH 213  3/3/0
MECHANICAL CODE: HEATING, AC, REFRIGERATION, AND DUCTWORK
Examine the mechanical code as it affects responsibilities of inspector, contractor, worker, architect and owner. Examine design, sizing, installation and inspection of heating, ventilation and air conditioning (HVA C) systems. (Formerly CON 212B)

ARCH 214  3/3/0
CODE ENFORCEMENT AND DISABLED ACCESS
Designed to acquaint students with the organizational structure and responsibilities relating to case documentation, preparation for administrative or court duties, and other procedures of code enforcement. Special emphasis given to disabled-access compliance. (Formerly CON 214)

ARCH 289  .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course.   R E 3

ART 9  3/3/3
CERAMICS FUNDAMENTALS
Recommended Preparation: ART 80 A basic survey course covering both hand building and wheel throwing, with an emphasis on form and design. A general survey of ceramic history is presented in context with clays, clay bodies, glazes, and firing.

ART 10  3/3/3
BEGINNING CERAMICS (HANDBUILDING)
An introduction to clay, glaze, and hand building techniques with emphasis on craftsmanship and good design. A combination of ART 10, 216 or 217 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 A continuation of basic throwing techniques with emphasis on traditional shapes and forms. A combination of ART 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 throwing skills emphasizing contemporary decorative and design techniques. Emphasis is placed on problems related to student’s individual needs. A combination of ART 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 11, 12 or 13 may be taken a maximum of four times.   R A 3

ART 20  3/3/0
ART APPRECIATION
Designed to develop an understanding of historical and contemporary art forms, including examples of painting, sculpture, and architecture. Attendance at scheduled field trips is required. Designed to apply toward humanities general education requirement for all students.

ART 21  3/3/0
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.

ART 22  3/3/0
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.
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.

ART 24
INDIGENOUS ARTS OF THE AMERICAS
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
HISTORY OF MODERN ART
Emphasizing the historical development of painting, sculpture, and architecture including philosophical and cultural perspectives in the late 19th and 20th centuries. The course includes an in-depth study of Expressionism, Surrealism, Cubism, Abstractionism, Op, Pop, and Realism. Recommended for both majors and non-majors.

ART 29
INTRODUCTION TO WORLD ART
Survey of the visual arts of the world through the millennia, including the regions and cultures of Europe, Asia, the Americas, and Africa. Major emphasis is given to the development of the world’s most significant painting, sculpture, and architecture within their respective social, political and religious contexts. The course examines the roles of artist and patron, and the relationship between the art object and its intended function. (Formerly ART 27)

ART 40
TWO-DIMENSIONAL DESIGN
A basic course in the application and appreciation of the principles of organization and art elements as they relate to two-dimensional design. Selected problems in using line, shape, color, value, and texture. Generally required for all art majors.

ART 41
THREE-DIMENSIONAL DESIGN
Recommended Preparation: A RT 40
A basic course in the application and appreciation of the art elements and principles related to problems in three-dimensional design.

ART 42
COLOR THEORY AND PRACTICE
Recommended Preparation: A RT 40, 80
Investigates various aspects of color, color theories, color symbolism, psychology of color, physiology of color, history of color, expressive aspects of color, nature’s use of color and will include practical lab experience in mixing color, matching colors and color analysis.

ART 50
BEGINNING PAINTING
Recommended Preparation: A RT 40, 80
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. A combination of ART 50, 51, 52 may be taken a maximum of four times. RA 3

ART 51
INTERMEDIATE PAINTING
Recommended Preparation: A RT 50
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. RA 3

ART 52
ADVANCED PAINTING
Recommended Preparation: A RT 51
Explores 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. RA 3

ART 53
BEGINNING LIFE PAINTING—HUMAN FIGURE
Recommended Preparation: A RT 50, 80, and 86
Introductory course that emphasizes painting the draped and undraped life model from direct observation. Students will learn to convincingly depict and accurately represent both the male and female figure in action and in repose while studying subtleties of position and attitudes. Fundamental structural drawing concepts essential to good painting, such as the study of human anatomy, proportional sighting, measuring methods, and perspective. Value relationships and color will be emphasized in order to represent the figure in convincing painting with form, volume, and space. A combination of ART 53 or 54 may be taken a maximum of four times. RA 3

ART 54
ADVANCED LIFE PAINTING—HUMAN FIGURE
Recommended Preparation: A RT 53
A continuation of ART 53 which emphasizes painting the draped and undraped male and female figure from direct observation. The primary focus is to develop a more sensitive and creative approach to painting from life. The student will continue to develop the basic skills in representing and interpreting the live model. A variety of media will be explored. RA 3

ART 57
BEGINNING WATERCOLOR
Recommended Preparation: A RT 40, 80
Involves the basic 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. RA 3

ART 58
INTERMEDIATE WATERCOLOR
Recommended Preparation: A RT 57
Further implements watercolor techniques and explores more advanced problems in color, 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, and 59. RA 3
ART 59  3/3/3  ADVANCED WATERCOLOR
Recommended Preparation: ART 58
Emphasizes advanced techniques of transparent media, including use of collage. A combination of ART 57, 58, 59 may be taken a maximum of four times. RA 3

ART 60  3/3/3  BEGINNING INTAGLIO (ETCHING) AND RELIEF
Recommended Preparation: ART 80
Designed to introduce students to a variety of approaches involving Relief and Intaglio areas of printmaking. Basic processes of etching, collograph, drypoint linoleum/woodcut, and monotypes will be stressed. Both traditional and experimental approaches important to the development of a print will be used through the course of study. Students will be expected to develop a print from an original idea, through the various technical levels of each process, to the actual printing of an edition. A combination of ART 60, 61, and 62 may be taken a maximum of four times. RA 3

ART 61  3/3/3  INTERMEDIATE INTAGLIO (ETCHING) AND RELIEF
Recommended Preparation: ART 60
Designed with emphasis on advanced skills in the process of Relief and Intaglio areas of printmaking. Edition printing, advanced technical skills, and continued development of personal imagery and unique style will be stressed. A combination of ART 60, 61, and 62 may be taken a maximum of four times. RA 3

ART 62  3/3/3  ADVANCED INTAGLIO (ETCHING) AND RELIEF
Recommended Preparation: ART 60, 61
Designed to emphasize advanced skills in the process of Relief and Intaglio areas of printmaking. Edition printing (color), advanced technical skills of multplate printing, color printing, and continued development of personal imagery and unique style. Students will incorporate basic techniques learned in prior courses to develop multicolor, multplate registration, and printing techniques. A combination of ART 60, 61, and 62 may be taken a maximum of four times. RA 3

ART 70  3/3/3  FUNDAMENTALS OF SCULPTURE
A survey of basic sculpture processes to include both additive and subtractive sculpture procedures. Lectures and demonstrations involving the classic and contemporary use of sculpture materials such as clay, plaster, stone, and metal will be covered. Students will research, design, and develop representational and abstract sculptural forms. Course emphasis will be placed on the effective use of design, materials and sculptural procedures, as well as the safe and proper use of hand and power tools. RA 3

ART 71  3/3/3  ADDITIVE SCULPTURE
Recommended Preparation: ART 70
An in-depth investigation of the additive processes in sculpture, including clay and plaster. A combination of ART 70, 71, or 72 may be taken a maximum of four times. RA 3

ART 72  3/3/3  SUBTRACTION SCULPTURE
Recommended Preparation: ART 70
An in-depth investigation of the subtractive process in sculpture, including plaster, wood and stone. A combination of ART 70, 71, or 72 may be taken a maximum of four times. RA 3

ART 78  3/3/3  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 representation of forms. A combination of ART 78 or 79 may be taken a maximum of four times. RA 3

ART 79  3/3/3  ADVANCED LIFE SCULPTURE
Recommended Preparation: ART 78
A course in which students expand their ability to sculpt from the live model to include larger scale and the materials of wood and/or stone. A combination of ART 78 or 79 may be taken a maximum of four times. RA 3

ART 80  3/3/3  BEGINNING DRAWING
Emphasizes the development of perceptive and technical skills in drawing. This course will include line, shape, proportion, value, and composition in the representation of still life and other subject matter using dry media. A combination of ART 80, 81, and 82 may be taken a maximum of four times. RA 3

ART 81  3/3/3  INTERMEDIATE DRAWING
Recommended Preparation: ART 80
Emphasizes the process of drawing as a form of creative expression. An exploratory approach to technical and conceptual problems in drawing is encouraged through the use of dry and fluid media. A combination of ART 80, 81, and 82 may be taken a maximum of four times. RA 3

ART 82  3/3/3  ADVANCED DRAWING
Recommended Preparation: ART 81
Further develops the concepts and processes introduced in ART 80 and 81, emphasizing the development of the individual student's artistic ability. A combination of ART 80, 81, and 82 may be taken a maximum of four times. RA 3

ART 85  3/3/3  BEGINNING LIFE DRAWING
Recommended Preparation: ART 80
Emphasizes drawing from the human figure. Designed to develop an understanding of the human anatomy and proportion as well as the ability to draw the figure in various attitudes and movements using dry and fluid media. A combination of ART 85, 86 and 87 may be taken a maximum of four times. RA 3

ART 86  3/3/3  INTERMEDIATE LIFE DRAWING
Recommended Preparation: ART 85
Depicts anatomy by drawing the human form. Includes proportion, perspective, and the expressive extension into other style and media directions. A combination of ART 85, 86, and 87 may be taken a maximum of four times. RA 3

ART 87  3/3/3  ADVANCED LIFE DRAWING
Recommended Preparation: ART 85
Emphasizes a thorough understanding of anatomy for the artist. Uses the human figure as the basis of both representational and more abstract expressionist drawing. A combination of ART 85, 86 and 87 may be taken a maximum of four times. RA 3

ART 100  3/3/3  ART GALLERY/DISPLAY AND EXHIBITION
Designed to give students the opportunity to study visual cultural productions on site. Its content stresses the relationship between art and its most significant institutions of reception, museums and galleries. RA 3

ART 120  3/3/0  TOUR-ART HISTORY/Appreciation
Designed to give students the opportunity to study visual cultural productions on site. Its content stresses the relationship between art and its most significant institutions of reception, museums and galleries. RA 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蜂wax casting. A combination of ART 133 and 134 may be repeated four times. RA 3
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<th>Course Prefix</th>
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<th>Lecture Hours</th>
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<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
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**ART 134 ADVANCED JEWELRY**

Recommended Preparation: A RT 133

A studio course emphasizing advanced processes and techniques of jewelry making, including forging, chasing and repoussé. A student can take a maximum of 12 units in combination from ART 133 or 134. RA 3

**ART 140**

**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 halftones. Designed to convey current concepts and techniques in the Graphic Design field. Also listed as GD 140. Credit given in either area, not both.

**ART 141**

**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. A recognition and choice of techniques in translating ideas into visual experience. Also listed as GD 141. Credit given in either area, not both. R E 3

**ART 142**

**PACKAGE DESIGN**

Designed to train students in the traditional and computer-generated design of three-dimensional packaging including labels, overwraps, printed cartons and point-of-purchase displays. Also listed as GD 142. Credit given in either area, not both.

**ART 144**

**HANDLETTERING AND TYPOGRAPHY**

Basic principles of various kinds of handlettering, illumination and typography discussing and practicing type styles and characteristics, construction and development of type styles, familiarization with spacing techniques, and relationships and knowledge of tools, including computers and terminology. Also listed as GD 144. Credit given in either area, not both.

**ART 145**

**GRAPHIC ILLUSTRATION**

Learn to develop illustration for advertising and graphics and editorial use. Design and apply illustrations with consideration for reproduction requirements. Illustrations will be done in line art, black and white, limited, and full color in all mediums. Also listed as GD 145. Credit given in either area, not both.

**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 silkscreen unit. Also listed as GC 170. Credit given in either area, not both. R E 3

**ART 175**

**METAL CASTING**

Recommended Preparation: A RT 70

A specialized course in foundry procedures. Activities will include direct and indirect techniques of developing wax models to be used in the lost wax metal casting process. Students will design unique sculptural forms which will be cast in metal using either plaster investment or ceramic shell molds. Course emphasis will be placed on the safe and proper use of hand and power tools and upon a variety of foundry practices such as: mold making, spruce and gate systems, mold dewaxing, metal pouring procedures, metal finishing, and coloring techniques. R E 3

**ART 189**

**SPECIAL TOPICS**

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

**ASTR 20**

**GENERAL ASTRONOMY**

An introductory astronomy course to cover the development of astronomy from ancient times to modern times. Includes the study of the solar system, the stars and stellar systems, the Milky Way Galaxy, other galaxies and galaxy-like objects, and the expanding universe and theories of its origin. Field trips may be required to fulfill the objectives of the course.

**ASTR 21**

**THE SOLAR SYSTEM**

Why do we explore? Is life unique to Earth? This course will be a detailed study of the origin and evolution of our solar system, from the beginning to the present, as deduced from sampling, remote sensing, exploration, imagery, and theory. We will discuss and compare composition, tectonics, volcanism, surface processes, atmospheric and thermal evolution of Earth, the moon, terrestrial and jovian planets and their satellites. Additional topics will include meteorite and comet impacts, and the possible existence of life elsewhere in the solar system. Field trips may be required to fulfill the objectives of this course. Also listed as GEOL 21. Credit given in either area, not both.
AUTOMOTIVE FUNDAMENTALS

AUTO 100 3/3/1

Introduction to the 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. Structured for the non-technical student.

SPECIAL TOPICS

ASTR 189 .5-4/.5-4/.5-9

INTRODUCTION TO ASTROPHOTOGRAPHY

Recommended Preparation: ASTR 20

A project-oriented class providing experience in astronomical observations enhanced by photographic techniques. Students will learn to take astronomical photographs by using a variety of techniques and instruments. Also included will be darkroom techniques for processing and printing. Field trips may be required to fulfill the objectives of this class. (Formerly ASTR 30.)

ASTR 205 3/1/2

AUTOMOTIVE ELECTRICAL SYSTEMS

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-generating charging systems, and accessory and lighting systems. Scan tool and digital multimeter techniques will be emphasized. R E 3

AUTO 202 3/2/2

AUTOMOTIVE TUNE-UP/IGNITION SYSTEMS

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 203 3/2/2

AUTOMOTIVE TUNE-UP/FUEL AND EMISSION SYSTEMS

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 204A 5/3/5

AUTOMOTIVE ENGINES

Recommended Preparation: AUTO 100

Prerequisite: AUTO 104A

Practical experience in the rebuilding, overhauling, and machining of engine components of the internal-combustion engine. It is recommended that the student have access to an engine for overhaul purposes. First part of a two-semester program covers block boring and honing techniques as well as bearing installation. Piston and ring selection procedures will be covered. The basic block will be assembled. R E 3

AUTO 204B 5/3/5

AUTOMOTIVE ENGINES

Recommended Preparation: AUTO 104A

Practical experience in rebuilding, overhauling and machining of engine components of the internal-combustion engine. A continuation of AUTO 104A. Covers cylinder head overhaul, camshaft selection, and cylinder head assembly, as well as installation of complete engines. R E 3

AUTO 105 3/2/2

AUTOMOTIVE POWERTRAIN

Recommended Preparation: AUTO 100

Operating principles and overhaul and repair procedures of automotive powertrains, including clutches, multiple speed four-wheel drive transmissions, overdrives, drive line, differentials, and rear axles. Demonstrated lectures and practical experience in the laboratory on power-train components. R E 3

AUTO 106A 3/3/1

AUTOMOTIVE SUSPENSION AND ALIGNMENT

Recommended Preparation: AUTO 100

An advanced course emphasizing complete suspension system overhaul, suspension and chassis modification, as well as complete four-wheel alignment using the latest computerized equipment available. R E 3

AUTO 106B 3/3/1

AUTOMOTIVE BRAKE SYSTEMS

Recommended Preparation: AUTO 106A

Operating principles, troubleshooting techniques, and repair of automotive disc and drum brake systems. Latest ABS system theory and operation with scan tool analysis will be covered. Complete component overhaul, machining methods, and selection of materials for safe brake operation are also covered. Prepares a technician for state brake inspector's license. R E 3

AUTO 107 3/2/2

AUTOMATIC TRANSMISSION

Recommended Preparation: AUTO 100

Operating principles, design, overhaul, adjustment, and servicing of FWD and RWD automatic transmissions. Troubleshooting techniques utilizing scan tools for computer-controlled transmission diagnosis. Demonstrated lectures and laboratory work on automatic transmissions. R E 3

AUTO 108 3/2/2

AUTOMOTIVE AIR CONDITIONING

Recommended Preparation: AUTO 100

Covers the theory of operation for domestic and imported vehicle air conditioning systems. Emphasis is placed on diagnosis and troubleshooting. Design and servicing techniques of each manufacturer will be included. Students eligible to receive refrigerant R-12 and R-134A certification. R E 3
Course Prefix Course Number Course Title Units Week Week
ACCT 220 Introduction to Financial Planning 3/3/0

SPECIAL TOPICS
AUTO 220 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 229 SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

SPECIAL TOPICS
AUTO 204 HIGH PERFORMANCE ENGINE BLUEPRINTING
Recommended Preparation: Completion of or concurrent enrollment in AUTO 104A or 104B
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

SPECIAL TOPICS
AUTO 109 CALIFORNIA STATE SMOG LICENSE COURSE
Recommended Preparation: Completion of or concurrent enrollment in AUTO 102 or 103
State BAR 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 109 satisfies California Smog License Clean Air Car Course (CACC) requirements. R E 3

SPECIAL TOPICS
AUTO 102 INTRODUCTION TO BUSINESS ACCOUNTING
Recommended Preparation: Completion of or concurrent enrollment in AUTO 101

SPECIAL TOPICS
AVIA 110 AVIATION SCIENCE
Recommended Preparation: Completion of or concurrent enrollment in CHEM 12A
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. 4/4/0

SPECIAL TOPICS
AVIA 151 COMMERICAL 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. 4/4/0

BIOCHEMISTRY AND MOLECULAR BIOLOGY
BIO 3A GENERAL BIOLOGY I
Recommended Preparation: High school biology or chemistry or BIO 20
A basic course in the structure of the human body using all systems approach. Emphasis is placed on the relationship between structure and function. Laboratory emphasis on use of the light microscope, histology, and gross anatomy, including cat dissection. Designed for biology majors and health pre-professionals. 5/3/6

BIOCHEMISTRY AND MOLECULAR BIOLOGY
BIO 3B GENERAL BIOLOGY II
Prerequisite: BIO 3A with a grade of "C" or better
Builds upon BIO 3A with emphasis on the origins of life, plant and animal structure and physiology, evolutionary relationships of taxonomic groups, and ecology. Field trips will be required to fulfill the objectives of the course. (Formerly BIO 1B) 5/3/6

BIOCHEMISTRY AND MOLECULAR BIOLOGY
BIO 103 ADVANCED BIOPHYSICS
Recommended Preparation: BIO 3A
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. 5/3/6
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 18</td>
<td>4/3</td>
<td>INTRODUCTION TO ECOLOGY</td>
<td>Examines the relationship 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 ENV 18. Credit given in either area, not both.</td>
</tr>
<tr>
<td>BIO 19</td>
<td>4/3</td>
<td>MARINE BIOLOGY</td>
<td>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 given in either area, not both.</td>
</tr>
<tr>
<td>BIO 20</td>
<td>4/3</td>
<td>INTRODUCTION TO BIOLOGY</td>
<td>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.</td>
</tr>
<tr>
<td>BIO 24</td>
<td>3/2</td>
<td>NATURAL HISTORY OF CALIFORNIA</td>
<td>Through lecture and lab, acquaints the non-biology major with the basic physical and biological aspects of the coastal, valley, mountain, and desert environments of California. Field trips may be required to fulfill the objectives of this course. Also listed as ENV 24. Credit given in either area, not both.</td>
</tr>
<tr>
<td>BIO 25</td>
<td>3/3</td>
<td>ENVIRONMENTAL HAZARDS TO HEALTH</td>
<td>Provides an overview of the relationship between environmental pollutants and human health. A survey of legislative and treaty safeguards designed to protect human health within local, state, national, and international areas will also be included. Also listed as ENV 25. Credit given in either area, not both.</td>
</tr>
<tr>
<td>BIO 40</td>
<td>3/3</td>
<td>MODERN THEORIES OF EVOLUTION</td>
<td>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.</td>
</tr>
<tr>
<td>BIO 41</td>
<td>2/2</td>
<td>HUMAN GENETICS</td>
<td>Recommended Preparation: A previous course in biology. A survey of human genetics with references to normal and abnormal genetic development. A acquaints the non-biology major with the basic concepts of human heredity and development.</td>
</tr>
<tr>
<td>BIO 43</td>
<td>3/3</td>
<td>ANIMAL BEHAVIOR</td>
<td>Recommended Preparation: BIO 20. A n analysis of the genetic, chemical, environmental, and experimental determinants of animal behavior. Discussion of gross manifestations and mechanisms of animal behavior will also be included.</td>
</tr>
<tr>
<td>BIO 44</td>
<td>3/3</td>
<td>BIOLOGICAL ASPECTS OF HUMAN SEXUALITY</td>
<td>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.</td>
</tr>
<tr>
<td>BIO 45</td>
<td>3/3</td>
<td>BIOLOGY OF HUMAN DISEASE</td>
<td>Recommended Preparation: High school biology or BIO 20. A basic introductory course on human diseases and disease processes. Relates disease and the disease process to the human anatomical and human physiological systems. This course does not meet the requirements of anatomy, physiology, or pathophysiology for nursing students.</td>
</tr>
<tr>
<td>BIO 106</td>
<td>3/3</td>
<td>NATURAL RESOURCE CONSERVATION</td>
<td>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 given in either area, not both.</td>
</tr>
<tr>
<td>BIO 112</td>
<td>3/3</td>
<td>PATHOPHYSIOLOGY</td>
<td>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.</td>
</tr>
<tr>
<td>BIO 113</td>
<td>4/3</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY</td>
<td>Examines 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.</td>
</tr>
<tr>
<td>BIO 173</td>
<td>4/2</td>
<td>BIOLOGY FIELD STUDIES: NATIONAL PARKS AND MONUMENTS</td>
<td>A study of the plants and animals and natural history of selected national parks and monuments. Scheduled to minimize conflict with other classes. Students in biology and related subjects are encouraged to enroll.</td>
</tr>
<tr>
<td>BIO 175</td>
<td>1 or 2</td>
<td>BIOLOGY FIELD STUDIES: EASTERN SIERRA MOUNTAINS</td>
<td>A study of the flora and fauna and natural history of selected sites within the Eastern Sierra Mountains and adjacent areas. Scheduled to minimize conflict with other classes.</td>
</tr>
<tr>
<td>BIO 176</td>
<td>2/1</td>
<td>BIOLOGY FIELD STUDIES: SAGUARO NATIONAL PARK</td>
<td>A study of the natural history of Saguaro National Park and adjacent areas. Includes 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.</td>
</tr>
<tr>
<td>BIO 179</td>
<td>1.5</td>
<td>BIOLOGY FIELD STUDIES: COLORADO RIVER</td>
<td>A study of the flora and fauna and natural history of selected sites within the Colorado River and adjacent areas.</td>
</tr>
<tr>
<td>BIO 180</td>
<td>1.5</td>
<td>BIOLOGY FIELD STUDIES: MOJAVE DESERT</td>
<td>A study of the flora and fauna and natural history of selected sites within the Mojave Desert and adjacent areas.</td>
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<tr>
<td>Course Prefix</td>
<td>Course Number</td>
<td>Title</td>
<td>Units</td>
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<tr>
<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
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</tr>
<tr>
<td>BIO 181</td>
<td>1/5/1.5</td>
<td>BIOLOGY FIELD STUDY: DEATH VALLEY NATIONAL MONUMENT</td>
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<tr>
<td></td>
<td></td>
<td>A study the flora and fauna and natural history of selected sites within Death Valley National Monument and adjacent areas.</td>
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<tr>
<td>BIO 182</td>
<td>1/5/1.5</td>
<td>BIOLOGY FIELD STUDIES: JOSHUA TREE NATIONAL PARK</td>
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<td></td>
<td></td>
<td>A study of the flora and fauna and natural history of selected sites within Joshua Tree National Park and adjacent areas.</td>
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<tr>
<td>BIO 183</td>
<td>1/5/1.5</td>
<td>BIOLOGY FIELD STUDIES: KING'S CANYON NATIONAL PARK</td>
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<tr>
<td></td>
<td></td>
<td>A study of the flora and fauna and natural history of selected sites within King's Canyon National Park and adjacent areas.</td>
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<tr>
<td>BIO 186</td>
<td>1 or 2/5 or 1/1.5 or 3</td>
<td>BIOLOGY FIELD STUDIES: GRAND CANYON NATIONAL PARK</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>A study of the flora and fauna and natural history of selected sites within Grand Canyon National Park and adjacent areas. Scheduled to minimize conflicts with other classes.</td>
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<tr>
<td>BIO 187</td>
<td>1/5/1.5</td>
<td>BIOLOGY FIELD STUDIES: ANZA-BORREGO DESERT STATE PARK</td>
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<tr>
<td></td>
<td></td>
<td>A study of the flora and fauna and natural history of selected sites within Anza-Borrego Desert State Park and adjacent areas.</td>
<td></td>
</tr>
<tr>
<td>BIO 188</td>
<td>1 or 2/5 or 1/1.5 or 3</td>
<td>BIOLOGY FIELD STUDIES: YOSEMITE NATIONAL PARK</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A study of the flora and fauna and natural history of selected sites within Yosemite National Park and adjacent areas. Scheduled to minimize conflicts with other classes.</td>
<td></td>
</tr>
<tr>
<td>BIO 189</td>
<td>5-4/5-4/5-9</td>
<td>SPECIAL TOPICS</td>
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<tr>
<td></td>
<td></td>
<td>The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3</td>
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</tbody>
</table>

**BUSINESS**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Units</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 1</td>
<td>INTRODUCTION TO BUSINESS</td>
<td>3/3/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 12</td>
<td>BUSINESS LAW</td>
<td>3/3/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 134</td>
<td>LEGAL ENVIRONMENT OF BUSINESS</td>
<td>3/3/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 14</td>
<td>ORAL BUSINESS TECHNIQUES</td>
<td>3/3/1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 154</td>
<td>BUSINESS COMMUNICATION</td>
<td>3/3/1</td>
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</tr>
</tbody>
</table>

**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. Course may be offered by mediated mode of instruction.

**BUSINESS COMMUNICATION**

Prerequisite: BUS 103 or ENG 1A. Presents the principles and styles of effective written business communications. Students will analyze business case studies to create appropriate documents and compose business letters, memos, reports, and employment-related documents. Students will also develop planning, organizing, and outlining skills as well as editing proficiency. They will participate in team and web activities and will improve ethical and cultural sensitivity. Course evaluates grammar skills and improves writing style. Course may be offered by mediated mode of instruction.
BUS 110  
BUSINESS FINANCE  
3/3/0

Recommended Preparation: ACCT 1A  
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 given in either area, not both.

BUS 116  
PERSONAL LAW  
3/3/0

Law for the individual and family for lifelong decision-making. Topics include legal problems associated with family relationships, impairment of physical and mental health, home and vehicle ownership, evaluation of insurance coverage, employment relationships and other contracts, crime, torts, estate planning for death or incompetence, courts, and dispute resolution. Emphasis is on preventive law to minimize stress associated with legal problems and achieve optimal physical and mental health.

BUS 120  
EXEMPLARY ENTRPRENEURIAL MANAGEMENT  
3/3/0

Uses an active learning approach to cover all levels of management concepts. Develops strategies to develop and sharpen skills in planning, leading, controlling, and decision-making. Useful for supervision and total quality management. Course may be offered by mediated mode of instruction.

BUS 125  
HUMAN RELATIONS IN BUSINESS  
3/3/0

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 challenges, workforce diversity, and solutions aimed at greater productivity of the individual, groups, and customer service.

BUS 135  
ELEMENTS OF MARKETING  
3/3/0

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 providing ways of handling product and service development, pricing, distribution, promotion, and uses of new technologies, including e-commerce. Stimulates problem-solving with case studies. Course may be offered by mediated mode of instruction.

BUS 136  
PRINCIPLES OF RETAILING  
3/3/0

Study of merchandising, marketing, management, staffing, buying, pricing, transaction/stock control, location, layout, service, consumer behavior, and current trends and methods of inquiry. Also listed as FASH 147. Credit given in either area, not both.

BUS 137  
PROFESSIONAL SELLING FUNDAMENTALS  
3/3/0

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 may adopt particular business sectors to use as a session-long case study to more fully apply sales techniques. Course may be offered by mediated mode of instruction. (ID Regional Program #ID 100)

BUS 138  
ADVERTISING  
3/3/0

Contemporary advertising for profit and non-profit organizations. Surveys strategies, design approaches, electronic applications, and media selection. In addition, the elements of good copy, layout, and production of both print and electronic media, including e-mail, e-marketing, e-retailing and web sites will be discussed. Also listed as CA 138. Credit given in either area, both.

BUS 143  
FASHION BUYING AND MERCHANDISING  
3/3/0

Study the principles and techniques of merchandising especially pertinent to the fashion industry. They will include the buying function, methods of merchandising fashion, and merchandising control. Also listed as FASH 143. Credit given in either area, not both.

BUS 145  
INTERNSHIP  
1/1/0

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 given in either area, not both.

BUS 147  
THE FASHION SHOW  
3/2/1

Emphasis on student-produced fashion show. The course will provide fashion office training in fashion promotion, retail sales, advertising, and public relations. Also listed as FASH 147. Credit given in either area, not both.

BUS 148  
FASHION DISPLAY  
1/1/1

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 given in either area, both. RE 3

BUS 150  
SURVEY OF INTERNATIONAL BUSINESS  
3/3/0

A comprehensive overview of global business with emphasis on cultural differences and global business concepts and issues influencing international business decision-making. Analysis of historical, cultural, social, technological, legal, environmental, educational, and language implications; emerging markets; international trade; foreign investments; financial markets; international management; and international business strategic planning issues and trends. Course may be offered by mediated mode of instruction.

BUS 160  
SMALL BUSINESS MANAGEMENT  
3/3/0

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. Will provide guidance to develop a business plan. Course may be offered by mediated mode of instruction. (ID Regional Program #ID 280)

BUS 189  
SPECIAL TOPICS  
5.4/1.5/4/1.5.9

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. RE 3
BUS 221
HUMAN RESOURCES MANAGEMENT
Introduction to the functional areas of human resources management and its role in and relationship to organizations. Provides a basic understanding of human resources management and personnel administration functions and the strategies involved in the decision-making, problem solving, and challenges that affect organizations including historical and contemporary human resources management concepts, theories, and issues; organizational, social and cultural, legal, labor, and workplace environments; global issues; personnel administration; the role and responsibilities of management; employee rights; labor relations; recruitment; interview; selection; and workforce diversity, training, and development.

BUS 260
STRATEGIES FOR EXPORTING AND IMPORTING
An overview of various aspects of exporting and importing a product or service. Course includes essential terms and techniques, roles of United States government organizations and agencies, customs brokers, duty rate, basic laws and regulations affecting exports and imports, access, currency exchange, financing, letters of credit, documentation, and country and commodity trade patterns. Course may be offered by mediated mode of instruction.

BUS 290
DYNAMICS OF THE JOB SEARCH
An intensive experiential-based course designed to equip students within any major, from entry-level to advanced level job skills, with the general basic job search skills necessary to obtain desired employment. 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. R E 3

CHEM 1A
GENERAL CHEMISTRY
Prerequisite: MATH 253
Corequisite: CHEM 106
Recommended Preparation: CHEM 3 or a strong high school chemistry course 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
Includes the following topics: thermodynamics, equilibria, kinetics, acids and bases, oxidation-reduction, electrochemistry, coordination chemistry, and qualitative analysis.

CHEM 3
FUNDAMENTAL CHEMISTRY
Prerequisite: MATH 251
Recommended Preparation: MATH 253
A study of 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, thermodynamics, atomic and molecular structure, bonding, gases, solutions, equilibrium, acids, and bases.

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
BASICS OF CHEMISTRY
Corequisite: CHEM 1A
A course to be taken concurrently with CHEM 1A. Consists of quiz/discussion/problem-solving/drill sessions. Designed to help students succeed in their study of general chemistry.

CHEM 108
INTRODUCTION TO GENERAL, ORGANIC, AND BIOCHEMISTRY
A one semester study of inorganic, organic, and biochemistry for health professionals, particularly students planning to enter Saddleback’s Nursing program. Also suitable for many dental hygiene and BSN programs and for interested non science majors. The course is designed to be the student’s first Chemistry course and to help the student in Biology and in Nursing. The focus is on the biochemistry of the human body. Health and nutrition topics are covered, and the student is exposed to many basic laboratory techniques.
CHEM 189 5.4/5.4/5.9
SPECIAL TOPICS

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

CHEM 299 1/1/0
COMPUTER-ASSISTED CHEMISTRY

A computerized course which may be taken concurrently (as an adjunct) with CHEM 1A, 1B, 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 (67) 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. R E 3

Chinese

CHI 1A 2.5/3/0
INTRODUCTORY ELEMENTARY CHINESE

Corequisite: CHI 999A
Recommended Preparation: College-level reading ability
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. Equivalent to two years high school Chinese.

CHI 1B 2.5/3/0
CONTINUING ELEMENTARY CHINESE

Prerequisite: CHI 1A or one year of high school Chinese
Corequisite: CHI 999A
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. Upon completion, students may enroll in CHI 2. Combination of CHI 1A and 1B is equivalent to two years high school Chinese.

CHI 2 5/5/0
ELEMENTARY CHINESE

Prerequisite: CHI 1A or 1B or two years of high school Chinese
Corequisite: CHI 999A
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 3/3/0
INTRODUCTION TO CHINESE CULTURE

Recommended Preparation: College-level reading ability
Designed to provide a brief overview in English of the historical contours of Chinese culture. A reas of study include the present implications of the five thousand-year-long history, developmental imbalances as a consequence of geographical and communication barriers, the integrative power of the written language, the stability of the family system, and the tension between tradition and modernity. No prior study of the Chinese language or culture is required.

CHI 999A .25/0/1
CHINESE LANGUAGE LAB

Corequisite: CHI 1, 1A, 1B, 2
Requires concurrent enrollment in designated Elementary Chinese courses. Enhances and provides practice in skills learned in Elementary Chinese 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 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 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 AND TELEVISION

A historical perspective on the role of women in film politically, economically, philosophically, highlighting the work of women in front of and behind the camera. 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

Evaluation of film as an art form and 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 I

Teaches the student single-camera style film production. A variety of projects will be shot on digital video. Pre-production topics include language of cinematography, telling a visual story, script and character development, writing, and producing. Shooting topics include blocking and composition, basic lighting and audio techniques, and master scene technique. Post-production is completed on non-linear systems. R A 3

CA 32 3/2/3
FILM PRODUCTION II

Recommended Preparation: CA 31
Students will produce and shoot short films to air on Channel 39, including comedy, drama, and documentary-style films. Other segments produced for Channel 39 also include interviews with independent filmmakers, film festival updates, and more. Students will shoot single-camera film style, using advanced digital film production equipment and editing on advanced non-linear programs. R A 3
<table>
<thead>
<tr>
<th>Course Prefix</th>
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<th>Units</th>
<th>Lecture Hours Per Week</th>
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<td>138</td>
<td>ADVERTISING</td>
<td>3/3/0</td>
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**CA 40 FILM AND TELEVISION SCRIPTWRITING**
Prerequisite: Completion of or concurrent enrollment in ENG 1A
Emphasizes the theories, formats, practices, and organization in writing scripts for television broadcasting and film production. Includes developing characters, rewriting, dialogue, formatting, story and structure. R A 3

**CA 110 RADIO PRODUCTION**
Emphasizes 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.

**CA 111 ADVANCED AUDIO IN MEDIA**
An advanced course in audio-production techniques used for radio, television, film, and new media. 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 technology and current equipment technology will be applied to pre-production, production, and post-production.

**CA 112 ADVANCED RADIO BROADCASTING**
Explore the basic elements of radio-station operation. Areas include station organization, music and talk programming formats, promotions, sales, announcing, and FCC regulations. Prepares students for advanced courses and participation in actual on-air experiences at a later date.

**CA 113 RADIO BROADCASTING**
Explore the basic elements of radio-station operation. Areas include station organization, music and talk programming formats, promotions, sales, announcing, and FCC regulations. Prepares students for advanced courses and participation in actual on-air experiences at a later date.

**CA 114 RADIO STATION ACTIVITIES**
Recommended Preparation: CA 110 and 113 plus auditions
Provides 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 ADVANCED RADIO BROADCASTING**
Recommended Preparation: CA 110, 111
Provides the student with continuing experience in operating the college radio station, KSBR-FM. Emphasis will be placed on operating studio equipment and in music programming and formats. Provides the student interested in a professional career in broadcasting with a variety of broadcast experiences. R E 3

**CA 118 SOUND RECORDING - THEORY AND PRACTICE**
Initial exposure to sound-recording principles, techniques, and equipment. Emphasizes current processes and application through discussion and "hands-on" experience. Also listed as MUS 118. Credit given in either area, not both. (Formerly CA 116)

**CA 124 TELEVISION PRODUCTION I**
A hands-on course in producing, directing, and shooting television programs. Extensive studio experience is provided through 3-camera shooting, using all crew positions. Course also covers remote shooting and non-linear editing.

**CA 125 TELEVISION PRODUCTION II**
Recommended Preparation: CA 124
An advanced course in producing television programming with an emphasis on shooting, directing, and editing, using industry-standard equipment.

**CA 126 TELEVISION PRODUCTION III**
Recommended Preparation: CA 124
A hands-on production course emphasizing 3-camera and single camera shooting. Students will produce, direct, and crew programs airing on Saddleback College television. R E 3

**CA 127 VIDEO LOCATION PRODUCTION**
Recommended Preparation: CA 124
A course in which students master the basic operation of remote broadcast equipment and technology. Advanced students will have an opportunity to assist in production and direction for television programs. R E 3

**CA 128 RADIO-TELEVISION NEWS AND PUBLIC AFFAIRS**
Designed to acquaint students with the fundamental skills for gathering, writing, and producing news for broadcast media. Includes anchoring, writing, reporting, and producing news for non-print media. R E 3

**CA 131 NON-LINEAR EDITING**
Recommended Preparation: CA 124
An introduction to the aesthetics and physical elements of editing on a digital non-linear system. Includes analysis and application of software as it is developed for various systems and an overview of the multimedia market. The student will also learn how to post projects in both professional and consumer categories. R E 3

**CA 133 DIGITAL CINEMA PRODUCTION BASICS**
Recommended Preparation: CA 29 or 30
Basic production techniques. Introduction to the aesthetics of digital cinema production. Students will develop an understanding of the film, video, and digital vocabulary along with a working knowledge of the various crew descriptions and their responsibilities. Students will be exposed to the equipment used for production and a basic understanding of the operation of the equipment. Equipment covered: digital video cameras and recorders, digital and analog audio equipment, lighting equipment, grip equipment, and linear and non-linear editing systems.

**CA 138 ADVERTISING**
Contemporary advertising for profit and non-profit organizations. Surveys strategies, design approaches, electronic applications, and media selection. In addition, the elements of good copy, layout, and production of both print and electronic media, including e-mail, e-marketing, e-retailing and web sites will be discussed. Also listed as BUS 138. Credit given in either area, not both.
CA 141 3/3/0
RADIO AND TELEVISION ANNOUNCING AND
VOICE-OVER
Developing effective radio and television speech techniques, stressing the variety of broadcast speech forms and requirements. Students will record, playback, and critique voice-overs in studio.

CA 142 3/3/1
TELEVISION AND FILM SCRIPTWRITING II
Recommended Preparation: CA 40
Advanced level script writing from initial concept to final product. Students who enroll in this class should be working on a script or have scriptwriting experience. A combination of CA 40 and 142 may be taken a maximum of 4 times. RA 3

CA 189 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. RE 3

CA 232 3/2/2
ADVANCED NON-LINEAR EDITING
Prerequisite: CA 131
Recommended Preparation: CA 29 or 30
Using lecture, practical demonstrations, and lab projects, the student will learn advanced computer-based non-linear post-production techniques. Emphasis will be placed on image manipulation, creation and importing of digital animations, audio enhancement, and image output for various formats.

CA 233 3/2/2
RADIO/TELEVISION/FILM INTERNSHIP
Corequisite: CWE 168/169
Recommended Preparation: Completion of a production course in student's speciality area (radio, TV, or film)
Designed to train students in a professional working environment, such as a radio station, television production company, or film studio. RE 3

CA 235 3/2/2
2D MOTION GRAPHICS
Recommended Preparation: CA 29 or 30
Introduction to creating 2D motion graphics and visual effects in the non-linear edit suite or desktop computer. Using state-of-the-art special effects software, students will learn to combine graphic images with digital video projects, create key-frame 2D animations, and text effects, and use visual effect filters. A combination of CA 235 or 236 may be taken a maximum of four times. RA 3

CA 236 3/2/2
ADVANCED 2D/3D MOTION GRAPHICS
Prerequisite: CA 235
Recommended Preparation: CA 29 or CA 30 and 131
Learn advanced 2D motion graphic techniques available in the current special-effects software. Lecture and class demonstrations will teach students how to create sophisticated multilayered compositions and apply color/visual correction and 'film look' effects. In addition, class will focus on the integration of 3D text and 3D worlds within a 2D environment through the use of current industry software. A combination of CA 235 or 236 may be taken a maximum of four times. RA 3

CA 237 3/2/2
DIGITAL COMPOSITING AND EFFECTS
Prerequisite: CA 131
Recommended Preparation: CA 29 or 30
Digital compositing and visual effects creation for digital cinematography and other visual environments. Students learn to use problematic digital video footage to refine, enhance, and polish various shots and scenes for existing digital video projects. Various industry-standard compositing and effects software will be used to demonstrate various effects and techniques such as digital video painting, traveling mattes, motion tracking, wire removal, rotoscoping, blue/green screen keying, and compositing.

CA 238 3/2/2
DVD VIDEO CREATION
Prerequisite: CA 31
Recommended Preparation: CA 29 or CA 30 and 131
Learn the elements and techniques involved in creating a corporate, educational, or entertainment DVD title from a digital project. Topics and class demonstrations focus on the integration of various media and graphical assets from a variety of formats. MPEG video encoding, audio processing, menu creation, and slide shows are combined to complete a finished DVD title. RE 3

CA 239 3/2/2
BUSINESS PROGRAMMING II: VISUAL BASIC
Prerequisite: CIM 2A
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 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.

CIM 1 3/3/3
INTRODUCTION TO COMPUTER INFORMATION SYSTEMS
Basic computer concepts including computer system components, operating systems, application programs, databases, communication networks, business information systems development, ethical issues, and Internet usage. Emphasizes spreadsheets, entering data, using formulas, creating charts, formatting worksheets, using functions, what-if analysis, absolute vs. relative addresses, and linking worksheets. Focuses on database software; entering and editing data; defining fields; creating tables, forms, queries, and reports; and sorting data. Exposes students to word processing and presentation graphics software. Course may be offered by mediated mode of instruction.

CIM 2A 3/3/3
BUSINESS PROGRAMMING I: VISUAL BASIC
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.

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 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.
CIM 6A  3/3/3
BUSINESS PROGRAMMING I: C++
Emphasizes C++ and object-oriented programming for software development of business applications. Includes C++ as an object-oriented design tool, class and data types, functions, overloading operators, inheritance, object-oriented programming concepts, I/O stream library, and reusability. Course may be offered by mediated mode of instruction.  RE 1

CIM 6B  3/3/3
BUSINESS PROGRAMMING II: C++
Recommended Preparation: CIM 6A
Covers Windows application development using advanced C++ concepts for programming business applications. Topics covered include object-oriented design techniques, encapsulation, inheritance, polymorphism, and code reuse. Business applications are developed using Visual C++, Microsoft Foundation Classes (MFC), and the Standard Template Library (STL).  R E 1

CIM 7A  3/3/3
BUSINESS PROGRAMMING: JAVA—BEGINNING
Recommended Preparation: CIM 2A or 4 or 6A
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, apples, networking, graphics, GUI concepts, threads, interfaces, packages, and the Java API. Course may be offered by mediated mode of instruction.  R E 1

CIM 7B  3/3/3
BUSINESS PROGRAMMING: JAVA—ADVANCED
Recommended Preparation: CIM 7A
A continuation of CIM 7A. It comprises an in-depth study of advanced topics in the Java programming language. Provides the skills needed for advanced programming projects including network programming, exception handling, multithreading, images and animation.  RE 1

CIM 10  3/3/3
INTRODUCTION TO INFORMATION SYSTEMS
An introductory concepts and applications software course. 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. Exercises using word processing, spreadsheet, database, graphics, and communications, including an introduction 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.  RE 2

CIM 112  3/3/3
MICROSOFT OFFICE
Provides a computer exploration of Microsoft Office, the Windows operating system, and the Internet. Extensive activities are provided using word processing, database management, spreadsheets, and presentation software. 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, database, and spreadsheet data. Course may be offered by mediated mode of instruction.  R E 1

CIM 120  1.5/1.5/1.5
COMPUTER LITERACY
Provides students with basic knowledge of how computers are used in today’s world. Focuses on using the computer as a tool to manage information, access the Internet, communicate to and with others, and enhance life-long learning in a technologically-changing society. Exercises in using word processing, spreadsheet, database, graphics, and communications software. No computer experience is required. Course may be offered by mediated mode of instruction.  R E 1

CIM 121B  1.4/1.5/1.5
KEYBOARDING FOR COMPUTERS: INTERMEDIATE
Recommended Preparation: CIM 121A
Builds keyboarding speed and accuracy. Introduces word processing command keys and format features to produce memorandums, letters, bound and unbound reports, and job application documents.  R A 3

CIM 121C  1.5/1.5/1.5
KEYBOARDING FOR COMPUTERS: ADVANCED
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 142  3/3/3
SYSTEMS ANALYSIS AND DESIGN
Provides the tools and techniques to conduct a systems analysis and design in today’s business enterprises. Focuses on determining user requirements and processes, how data is distributed across platforms, appropriate systems, architectural designs, developing systems integration processes, implementation strategies, and detailed tasks that encompass all aspects of the system development life cycle and evaluation issues. Hands-on system-analysis applications will be developed using an expert system-based methodology with automated documentation.  R E 1

CIM 171  3/3/3
COMPUTER OPERATING SYSTEMS: WINDOWS COMMAND LINE INTERFACE
Recommended Preparation: CIM 174B or 174
Provides an in-depth study of computer hardware and operating system concepts. Focuses on the command line interface in Windows, command syntax, disk organization, writing simple to complex batch files, troubleshooting, connectivity with local and wide area networks, and the Registry. Students will solve problems using the command line interface in the Windows environment. Course may be offered by mediated mode of instruction.  R E 3
CIM 172 3/3/3  
COMPUTER OPERATING SYSTEMS: UNIX/Linux  
Recommended Preparation: CIM 171  
Provides an overview of operating system concepts. Presents implementation through the use of UNIX/Linux commands. Class studies operating system concepts such as file systems, variables, and permissions. Students will use a computer system to execute problem-solving exercises using UNIX/Linux commands, both in the shell and in the GUI (Graphical User Interface). Students will use learn and use commands that are necessary for maintaining a UNIX/Linux workstation including file and directory management commands, editors, pipes, filters and redirection commands, permissions, processes and elementary shell scripting. Course may be offered by mediated mode of instruction. R E 3  

CIM 173 3/3/3  
COMPUTER OPERATING SYSTEMS: WINDOWS  
Provides an overview of computer hardware, software, and the operating system used on computers. Fundamentals of the Windows operating system are studied in depth. Topics covered include hardware, software, manipulating the Windows desktop, viewing files and folders, registering file types with the Registry, using Help, launching/using applications provided with the Windows operating system, searching for files and folders, and manipulating My Computer and Windows Explorer. Covers managing files/folders, organizing disks, using fonts and printers, using Control Panel to customize Windows, file and disk maintenance, connectivity, use of Local Area Network, permissions, TCP/IP, and Internet Explorer. Course may be offered by mediated mode of instruction. R E 3  

CIM 174A 1.5/1.5/1.5  
COMPUTER OPERATING SYSTEMS: WINDOWS—BEGINNING  
Provides an overview of computer hardware, software, and the operating system used on computers. Fundamentals of the Windows operating system are studied in depth. Topics covered will include hardware, software, manipulating the Windows desktop, viewing files and folders, registering file types with the Registry, using Help, launching and using applications provided with the Windows operating system, searching for files and folders, and manipulating My Computer and Windows Explorer. R E 3  

CIM 174B 1.5/1.5/1.5  
COMPUTER OPERATING SYSTEMS: WINDOWS—INTERMEDIATE  
Recommended Preparation: CIM 174A  
Continuation of CIM 174A. Topics covered will include managing files and folders using My Computer and Windows Explorer, organizing disks, using fonts and printers, and using Control Panel to customize Windows, as well as file and disk maintenance. Connectivity, permissions, use of a Local Area Network, TCP/IP, and using Internet Explorer will be covered. R E 3  

CIM 176 3/3/3  
COMPUTER OPERATING SYSTEMS: WINDOWS—ADVANCED  
Recommended Preparation: CIM 171, and 174B or 174  
Provides an overview of computer hardware, software, and operating system concepts using Windows. Covers security, administration, and implementation in a networking environment. Includes using the GUI, desktop functions, customizing a network environment, architecture including environment subsystems, executive services, memory model, hardware and software requirements, installation, configuration, accounting administration, file systems, security, networking, and disk management. Focus is on peer-to-peer networks. Course may be offered by mediated mode of instruction. R E 3  

CIM 189 .5-4/.5-4/.5-9  
SPECIAL TOPICS  
The Special Topics course is a group of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3  

CIM 205 3/3/3  
INTRODUCTION TO SQL  
Recommended Preparation: CIM 174A or 174  
Course in using Structured Query Language (SQL) to create, manipulate, and query databases. The student will learn the fundamentals of database design with a relational database (e.g. entity-relationship diagrams, normalization guidelines, concurrency issues), how to create databases and tables using SQL, the basics of table indexing, and how to do simple and complex table queries using SQL. Course may be offered by mediated mode of instruction. R E 1  

CIM 208 1.5/1.5/1.5  
MANAGING THE CLIENT/SERVER ENVIRONMENT  
Focuses on the organizational, managerial, and architectural issues facing any company which is planning or contemplating a migration to a client/server architecture. Examines the technology behind client/server environment via a review of the different platforms and support levels required to manage them. Also, a review of the changing role of the database server and cost of client/server computing will be analyzed. Course may be offered by mediated mode of instruction. R E 1  

CIM 213A .5/.5/3.5  
OFFICE SKILLS—OFFICE PROCEDURES  
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, telephone techniques, business math, filing and records management. This is an open-entry/open-exit course. R E 3  

CIM 213B .5/.5/2.5  
OFFICE SKILLS—KEYBOARDING  
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  

CIM 213C .5/.5/2.5  
OFFICE SKILLS—COMPUTER CONCEPTS  
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  

CIM 213D .5/.5/2.5  
OFFICE SKILLS—WINDOWS  
A self-paced, entry-level course to learn the fundamentals of the operating system Windows. Topics covered will include the desktop, manipulating Windows, 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  

CIM 213E .5/.5/2.5  
OFFICE SKILLS—WORD PROCESSING (WORD)  
A self-paced course to provide instruction on the use of computer-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
<table>
<thead>
<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>220</td>
<td>Introduction to Financial Planning</td>
<td></td>
<td>3/3/0</td>
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</tbody>
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CIM 213F 5/5/2.5 OFFICE SKILLS—SPREADSHEETS (EXCEL)
A self-paced, entry-level course to provide beginning information and training in the use of computer-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

CIM 213G 5/5/2.5 OFFICE SKILLS—DESKTOP PRESENTATION FOR BUS (POWERPOINT)
A self-paced, entry-level course to provide beginning information and training in the use of desktop presentation software. Students create, modify, and enhance desktop presentations. This is an open-entry/open-exit course. R E 3

CIM 213H 5/5/2.5 OFFICE SKILLS—DATABASE (ACCESS)
A self-paced, entry-level course to provide beginning information and training in the use of database software for business applications. Database queries, tables, and forms will be produced for a variety of applications. This is an open-entry/open-exit course. R E 3

CIM 213I 5/5/2.5 OFFICE SKILLS—DESKTOP PUBLISHING (PUBLISHER)
A self-paced, entry-level course designed to provide beginning information and training in the use of desktop publishing software for business applications. Desktop published examples will be produced for a variety of applications. This is an open-entry/open-exit course. R E 3

CIM 214 3/3/3 WORD PROCESSING: WORD
Recommended Preparation: CIM 121A, and 10 or 112
Provides information and training on the use of computer-based word processing software and/or applications. The functions of creating, editing, and manipulating documents of varying sophistication will be accomplished. Advanced skills in using features that provide unique layouts and desktop publishing will be provided. Course may be offered by mediated mode of instruction. R E 3

CIM 214A 1.5/1.5/1.5 WORD PROCESSING: WORD—BEGINNING
Recommended Preparation: CIM 121A, and 10 or 112
Provides information and training on the use of computer-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 WORD PROCESSING: WORD—ADVANCED
Recommended Preparation: CIM 214A
Provides intermediate and advanced skills for the user of word-processing applications software and emphasizes the features available for unique layouts and desktop publishing. Course may be offered by mediated mode of instruction. R E 3

CIM 216 3/3/3 SPREADSHEETS: EXCEL
Recommended Preparation: CIM 174A or 174
Provides information and training in the use of computer-based spreadsheet 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 SPREADSHEETS: EXCEL—BEGINNING
Recommended Preparation: CIM 174A or 174
This entry-level course provides beginning information and training in the use of computer-based spreadsheet software for business applications. Spreadsheet worksheets will be produced for a variety of applications. R E 3

CIM 216B 1.5/1.5/1.5 SPREADSHEETS: EXCEL—INTERMEDIATE
Recommended Preparation: CIM 216A
Provides information and training in the use of intermediate computer-based spreadsheet software for business applications. R E 3

CIM 216C 1.5/1.5/1.5 SPREADSHEETS: EXCEL—ADVANCED
Recommended Preparation: CIM 216B or 216
Provides information and training in the use of advanced computer-based spreadsheet software for business applications. Emphasis will be placed on problem-solving and analytical applications. R E 3

CIM 218 3/3/3 DATABASE: ACCESS
Recommended Preparation: CIM 174B or 174
Provides the methodology, techniques, and training that apply database management software (DBMS) to generate applications for solving business problems. Students will use a DBMS to prototype an underlying database and generate solutions to implement a business application. Concepts of the design methodology will be applied to definition of needs, creation of specifications, and implementation of those specifications. A database will be designed and implemented. Database objects such as tables, forms, queries, reports and macros, will be created. Database security will be discussed and implemented. Databases and the World Wide Web will be discussed. Course may be offered by mediated mode of instruction. R E 3

CIM 222 1.5/1.5/1.5 COMPUTERIZED ACCOUNTING: QUICKBOOKS
Recommended Preparation: CIM 174A or 174, and A C C T 1A or 215
Entry-level course provides background 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 prepare and analyze cash flow, 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 COMPUTERIZED ACCOUNTING: QUICKBOOKS
Recommended Preparation: CIM 174A or 174, and A C C T 1A or 215
Provides background 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 225 3/3/3 PHP WITH MYSQL
Recommended Preparation: CIM 271A
Covers the PHP scripting language and the MySQL database to create dynamic web pages. Topics covered include: PHP scripting fundamentals; creating, accessing, and manipulating data with the MySQL database within a PHP program; creating HTML forms; and writing secure PHP programs. Course may be offered by mediated mode of instruction. R E 1
CIM 227 1.5/1.5/1.5
INTERNET AND WEB ESSENTIALS
Recommended Preparation: CIM 174A or 174
Provides an overview of the historical and current aspects of the Internet, a working knowledge of online communications, and the required software and hardware. Students are introduced to Internet skills such as electronic mail, discussion groups, chat rooms, newsgroups, file transfer protocol, search techniques and tools, the World Wide Web, and Internet browsers. Web page creation and HTML are introduced. Video conferencing and Internet security are discussed. Course may be offered by mediated mode of instruction. R E 3

CIM 228A 1.5/1.5/1.5
BUSINESS DESKTOP PUBLISHING—BEGINNING
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 228B 1.5/1.5/1.5
BUSINESS DESKTOP PUBLISHING—ADVANCED
Recommended Preparation: CIM 228A
Introduces advanced features of business graphics software with particular emphasis on automating and customizing effects and affects. The student will produce professional-looking business information in graphical form. R E 3

CIM 229A 1.5/1.5/1.5
BUSINESS GRAPHICS—BEGINNING
Recommended Preparation: CIM 174A or 174
Introduction to business graphics software packages that have been developed to enable the display of business information in non-textual form utilizing computers. Emphasis is placed on the use of existing commercially available software. The course surveys the concepts, structures, and processes utilized in computers to implement business applications graphics. R E 3

CIM 229B 1.5/1.5/1.5
BUSINESS GRAPHICS—ADVANCED
Recommended Preparation: CIM 229A
Provides advanced features of business graphics software with particular emphasis on automating and customizing effects and affects. The student will produce professional-looking business information in graphical form. R E 3

CIM 230 1.5/1.5/1.5
BUSINESS PRESENTATIONS: POWERPOINT
Recommended Preparation: CIM 174A or 174
Surveys the concepts, structures, and processes utilized in developing and managing professional business presentations using commercially available software packages. Students will create a variety of presentation formats that include charts, pie graphs, and bar graphs. R E 3

CIM 232 3/3/3
MULTIMEDIA AUTHORING
Recommended Preparation: CIM 174A or 174
Introduces multimedia design and implementation techniques by combining video and sound into an interactive information tool for education or business. Some applications for this technology include marketing, purchasing and advertising formats, and corporate training presentations. Explores CD-ROM interfaces and introduces sound editing and video capture. Students will create a project combining sound and video to demonstrate basic capabilities in using multimedia technology. Course may be offered by mediated mode of instruction. R E 2

CIM 246 3/3/3
VISUAL BASIC FOR APPLICATIONS—EXCEL
Recommended Preparation: CIM 216B or 216
Use of advanced computer applications featuring Excel and Visual Basic programming. Prepares student for Microsoft certification test. R E 3

CIM 248 3/3/3
VISUAL BASIC FOR APPLICATIONS—ACCESS
Recommended Preparation: CIM 218
Includes the use of advanced computer applications using the features of Access and Visual Basic. Prepares students for Microsoft certification test. R E 3

CIM 249 3/3/3
ADMINISTERING MICROSOFT WINDOWS CLIENTS
Recommended Preparation: CIM 252
Introduces Microsoft Windows through lectures, demonstrations, discussions, and hands-on lab exercises. Topics include installation; tools for administering and configuring Windows; network protocols; user accounts; local group accounts; local security policy and local group policies; print devices; NTFS permissions; how to share folders, data storage, backup and restore data; how to monitor access to network resources and to the local computer; mobile computing; and remote access. R E 3

CIM 251 3/3/1
INTRODUCTION TO NETWORKING
Recommended Preparation: CIM 10
Provides an in-depth look at the terminology, technology, and economic realities of Local Area Networks (LANs) and Wide Area Networks (WANs). Network hardware and components will be examined in detail. LAN and WAN design examples will be discussed. Troubleshooting tools and techniques will be presented. Course may be offered by mediated mode of instruction. R E 1

CIM 252 3/3/3
NETWORKING ESSENTIALS AND TECHNOLOGIES
Recommended Preparation: CIM 251
Presents LAN and WAN technologies in detail. Network operations, design concepts, and protocols will be covered. Students will learn how to make infrastructure components and set up workstations for LAN operability and WAN interoperability. LAN and WAN networks will be designed and implemented using hubs, switches, and routers. Basic Cisco switch and router programming will be covered. Troubleshooting strategies will be covered in detail. R E 1

CIM 253 3/3/3
SUPPORTING WINDOWS SERVER
Recommended Preparation: CIM 249
Introduces students to Microsoft Windows Server through lectures, demonstrations, discussions, and hands-on labs. Students will perform an attended and an unattended installation of Windows Server and will learn about various file systems supported by Windows. They will learn how to install and administer Active Directory services and how to manage Active Directory objects. Students will use Microsoft Management Console to monitor system performance and to administer Internet Information Services, user accounts, group accounts, and group policies. Students will learn how to administer print services, install and administer network protocols and services, back up data, implement disaster protection, and recover from a disaster. R E 3

CIM 254 3/3/3
IMPLEMENTING AND ADMINISTERING WINDOWS DIRECTORY SERVICES
Recommended Preparation: CIM 249 and 253
Provides students with the knowledge and skills necessary to install, configure, and administer Microsoft Windows Active Directory directory services. The course also focuses on implementing Group Policy and performing the Group Policy related tasks that are required to centrally manage users and computers. R E 3
CIM 258 ADVANCED NETWORK AND SECURITY ADMINISTRATION USING UNIX/LINUX
Recommended Preparation: CIM 257
Guides students through the fundamental responsibilities of a UNIX/Linux system administrator in building and maintaining a secure Internet-facing network using multipurpose servers. Comprises the technical aspects of configuring and maintaining a server to support a website and its activities including network operating systems. Topics include web server setup, system control maintenance, website monitoring, and system backup and recovery. Security issues with basic services, advanced host and network security, and database backends will also be covered. Apache will be installed, configured, and customized to be used as a web server. R E 3

CIM 259 WINDOWS NETWORK INFRASTRUCTURE ADMINISTRATION
Recommended Preparation: CIM 249 and 252
Prepares students to plan a network infrastructure around features supported by Windows issues such as network protocols, and services are compared based on the requirements of their organization. The importance of the Transmission Control Protocol/Internet Protocol (TCP/IP) for enterprise networks is emphasized. This includes Domain Name System (DNS), Windows Internet Name Service (WINS), and Dynamic Host Configuration Protocol (DHCP) in an Active Directory-enabled environments. Students will also learn how to configure, manage, secure, and troubleshoot features and services for Windows enterprise networks, including Routing and Remote Access. Course may be offered by mediated mode of instruction. R E 3

CIM 260 MICROSOFT ASP.NET
Recommended Preparation: CIM 2A and 271A
Learn how to create Microsoft ASP.NET Web applications that deliver dynamic content to the web by using Visual Studio .NET. Create and populate ASP.NET Web Forms and add functionality to server controls that are on an ASP.NET Web Form. Create user controls to access data in an ASP.NET Web application. R E 3

CIM 261 XML FOR THE WEB
Recommended Preparation: CIM 269 and 271B
Extensible Markup Language (XML) is a tag-based language designed for storing and transmitting data. Unlike HTML, which is used to display and present content, XML is used to describe structured data. XML allows web page developers to specify a standard way of describing data to be displayed or manipulated on a web page. Topics include XML structure and syntax, XHTML (Extensible HyperText Markup Language), Document Object Model (DOM), XSLT (Extensible Stylesheet Language for Transformation), DTDs and Document Schemas to describe and validate the content, and XML as databases. R E 1

CIM 263 WEB DEVELOPMENT: VISUAL INTERDEV
Recommended Preparation: CIM 2A
Teaches web site developers who perform architectural planning, technology selection, or web site programming tasks how to create enterprise-level web sites that use component object model (COM) components on both the client and the server. R E 3

CIM 264A WEB ANIMATION: FLASH—BEGINNING
Recommended Preparation: CIM 272A
Interactive animations for web sites using Macromedia’s FLASH, a web page development tool. Course explores animation concepts such as frames and tweening, and provides for creation of characters and backgrounds using vector-based drawing tools, timelines, importing and adding sound effects, and development of interactivity with frame actions and/or button bars and banner ads. R E 3

CIM 264B WEB ANIMATION: FLASH—ADVANCED
Recommended Preparation: CIM 264A
Advanced interactive animations for web sites using Macromedia’s FLASH. Course expands on animation concepts to build multi-scene movies and create advanced action scripting, use pop-out menus and invisible hit states to layer information on the web site. Also explores sound compression and the integration of sound to achieve communicative objectives on the web. R E 3
WEB ADVANCED MEDIA INTEGRATION

Examines the web interface with advanced media and the surrounding technology to incorporate it on the web. All aspects of digital cameras, scanning (both slide and print), analog and digital camcorders and sound recordings (digital, MIDI) will be discussed as well as the multimedia distribution of video, streaming video, visual simulations, QuickTime VR, panorama images, animations, and sound media. R E 3

JAVASCRIPT

Introduces basic JavaScript programming concepts, layers, and cascading style sheets, the basic elements of dynamic HTML, along with programming logic and debugging, and the syntax for implementation in web site development. Course focus will be on using JavaScript to add control and interactivity to web pages through the use of variables, functions, objects, and events, as well as use of data types and operators; structured logic using control structures and statements; and window, frame, and form concepts. R E 3

INTRODUCTION TO PERL PROGRAMMING

Uses the Perl programming language with the World Wide Web for use in retrieving, manipulating, and displaying data from HTML pages. The student will learn the fundamentals of CGI programming using Perl (e.g. how to create HTML forms to capture user input, how to initiate a server-based Perl program using the user input, and how to create HTML pages dynamically from Perl programs and display them back to the user). All major functions of the Perl programming language will be covered including program loops, variable types, hash variables and functions, expressions, patterns, filehandles, using subroutines, and passing parameters via CGI. R E 1

BASIC WEB DEVELOPMENT — HTML

Develop a practical understanding of the basic HTML code necessary to construct a web page. Learn text formatting commands, as well as links, email, tables, 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. Course may be offered by mediated mode of instruction. R E 3

ADVANCED WEB DEVELOPMENT

Recommended Preparation: CIM 271A

Introduces advanced concepts of web development for creating robust web pages that enable the structured and improved delivery of information over a corporate Intranet or the World Wide Web. Create DHTML, HTML, and VRML documents that separate style from content and feature two-directional and multi-target links, as well as convert existing HTML documents to XML. R E 3

WEB DESIGN FOR BUSINESS—BEGINNING

Recommended Preparation: CIM 174A or 174, and 271A

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, email, and dynamic links. Learn basic theories and techniques of page construction. Course may be offered by mediated mode of instruction. R E 3

WEB DESIGN FOR BUSINESS - ADVANCED

Recommended Preparation: CIM 272A

Advanced development of World Wide Web pages. Various programming languages and construction helpers will be examined including HTML, Java, PERL, and CGI (Common Gateway Interface) scripting. Different methods and techniques of web site interaction, including, but not limited to, forms, CGI backends, Java Applets and security will be discussed. Course may be offered by mediated mode of instruction. R E 3

WEB MANAGEMENT

Recommended Preparation: CIM 271A and 272A

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. R E 3

WEB DATABASE MANAGEMENT

Recommended Preparation: CIM 271B

Focuses on creating and managing database-driven web sites using CGI and Pearl languages and web application development tools. Interactive, dynamic web pages will be created that can activate server-based databases, query, populate form elements and validate data. R E 3

INTRODUCTION TO E-COMMERCE

Provides a balanced examination of the business and technology elements of e-commerce. Focuses on gaining the knowledge and skills required to plan, develop, and implement an e-business. Topics include e-commerce and its infrastructure; traditional and electronic payment systems; marketing, sales and promotion; security threats and countermeasures; financial, legal and international issues; order fulfillment, purchasing and support activities; e-commerce software; designing an e-business web site map; and business plans for e-commerce implementation. R E 3

DREAMWEAVER—BEGINNING

An introduction to creating, publishing and testing documents on a web server. Course will cover Internet concepts, web site management, linking, FTP, basic HTML, typography, tables, page layout, tracing elements, layers, and frames. Requires no previous web development experience. R E 3
CIM 278B — ADVANCED
Recommended Preparation: CIM 278A
An advanced course in Dreamweaver. Includes rollovers, flash buttons and text, navigation bars, cascading style sheets, forms, behaviors, plug-ins, templates, and the more advanced HTML, XML and DHTML supported functions. R E 3

CIM 279 — INTERNET AND INTRANET SECURITY
Recommended Preparation: CIM 277
Provides introduction for securing an Internet and an enterprise-wide Intranet utilizing a range of different technologies to protect an organization’s information from attacks, maintain authentication, prevent eavesdropping, retain integrity of information, and select a firewall and firewall topology. R E 3

CIM 280 — VIRTUAL REALITY IN BUSINESS
Introduces the concepts of 3D interactive, real-time, virtual 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 hardware and software necessary to run an interactive 3D virtual simulation in real-time. Discusses many elements of high-end, graphics-based computers, the PC solution, force feedback, immersion headsets, a concave, and other peripherals used in VR solutions. R E 3

CIM 281 — FIREWORKS
Use Fireworks to create vector objects; edit bitmap objects; create, import, and edit text objects; create image maps, pop-up menus, navigation bars, rollovers, and animated GIF images. R E 3

CIM 287A — INTRO TO ORACLE—SQL AND PL/SQL
Covers the Oracle application architecture, SQL statement processing, and PL/SQL programming. Learn to create, manipulate, troubleshoot, debug, and tune database objects, which include tables, indexes, triggers, functions, procedures, and packages. Several Oracle utilities will be used to facilitate development with an emphasis on database administration: SQL*Plus, ISQL*Plus, and Oracle-supplied PL/SQL packages. No prior Oracle experience necessary. R E 3

CIM 287B — ORACLE: ENTERPRISE DBA I
Recommended Preparation: CIM 287A
Covers the fundamentals of database administration which will give the DBA the necessary knowledge and skills to set up, maintain, and troubleshoot an Oracle database. Learn to create an operational database; manage both physical and logical database structures; manage users, privileges, and resources; use web-based support; implement basic backup and recovery procedures; and identify tuning opportunities. R E 3

CIM 287C — ORACLE: ENTERPRISE DBA II
Recommended Preparation: CIM 287B
Covers database and Instance tuning, Oracle Networking, and builds on backup and recovery techniques and utilities discussed in Enterprise DBA I. Students will gain practical experience tuning an Oracle database. Using the available Oracle tools, participants also will learn how to recognize, troubleshoot, and resolve common performance related problems in administering an Oracle database. Basic networking concepts and configuration parameters, as well as how to solve some common network problems will be covered. Students also examine backup methodologies based on business requirements in a mission-critical enterprise. R E 3

CIM 289 — SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

CIM 289A — MCSE NETWORK AND OS ESSENTIALS
Recommended Preparation: CIM 121A , and 174 or 174A /B, and 1 or 10
First course in MCSE Certified Exam prep series. An intro to networking for those without a networking background. Covers Windows Network & OS Essentials. Examines the concepts of data communications, computer networking, and connectivity. Focuses on the Open System Interconnection (OSI) reference model, communication protocols and standards, data translation and transmission, network structures, and communication protocol implementations. Course includes hands-on experience. R E 3

CIM 291A — MCSE CERTIFICATION EXAM PREP I
Recommended Preparation: CIM 291B
Covers administering Windows Professional and Server operating systems through simulations, practice tests, and feedback. R E 3

CIM 291B — MCSE CERTIFICATION EXAM PREP II
Recommended Preparation: CIM 291A
Covers Administering Windows Network Infrastructure preparation through simulations, practice tests, and feedback. R E 3

CIM 291C — MCSE CERTIFICATION EXAM PREP III
Recommended Preparation: CIM 291B
Covers Administering Windows Network Infrastructure preparation through simulations, practice tests, and feedback. R E 3

CIM 291D — MCSE CERTIFICATION EXAM PREP IV
Recommended Preparation: CIM 291B and 291C
Covers Designing a Windows Network Infrastructure preparation through simulations, practice tests, and feedback. R E 3

CIM 291E — MCSE CERTIFICATION EXAM PREP VII
Recommended Preparation: CIM 291B
Designing a Microsoft Windows Directory Services Infrastructure (MCSE Exam 70-219) preparation through simulations, practice tests, and feedback. R E 3

CIM 291F — MCSE CERTIFICATION EXAM PREP VIII
Recommended Preparation: CIM 291B
Designing Security for a Microsoft Windows Network (MCSE Exam 70-220) preparation through simulations, practice tests, and feedback. R E 3
Computer Science

CS 1A
INTRODUCTION TO COMPUTER SCIENCE
3/3/6
Recommended Preparation: CMT 220
Designed as a hands-on introduction to the field of computer science for students preparing to enter the field or who are looking for a general interest course in the field. Includes an overview of the history of computers, their hardware, and applications software. Emphasizes algorithm development using modern design methodologies and programming concepts up to and including looping algorithms. Programs implemented in a contemporary high-level language such as C++ or Java. Repeatable one time only when programming language changes. R E 1

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 courses will use both non-recursive and recursive techniques in the solution of problems. Repeatable one time only when programming language changes. R E 1

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. Repeatable one time only when programming language changes. R E 1

CS 2A
DATA STRUCTURES
3/3/6
Recommended Preparation: CS 1B and 1C or CS 14 and 15
Covers basic concepts of data structures and related algorithms. The abstract data types of lists, stacks, queues, strings, binary and general trees, multidimensional indexed arrays, and graphs will be discussed as well as the abstract data types of lists, stacks, queues, strings, binary and general trees, multidimensional indexed arrays, and graphs. Recursion, searching, and sorting will also be examined. R E 1

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. R E 1

CS 3B
COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE
3/3/6
Recommended Preparation: CS 3A
Develops the concepts of computer organization begun in CS 3A with an emphasis in assembly language. The concepts covered include languages, operating systems, and multilevel machines. R E 1

CS 4A
INTRODUCTION TO JAVA FOR COMPUTER SCIENCE
3/3/6
Recommended Preparation: CS 1B
Designed for Computer Science majors and interested professionals needing an introduction to developing Java Applications and Applets. Topics include classes, inheritance, exceptions, arrays, vectors, recursion, streams, the Abstract Windowing Toolkit, and Swing Components. R E 1

CS 4B
ADVANCED TOPICS IN JAVA FOR COMPUTER SCIENCE
3/3/6
Recommended Preparation: CS 4A
Designed for Computer Science majors and interested professionals needing an introduction to the Java Core Class Libraries. Topics include the Swing Components, the Collections Framework, Multithreading, Servlets, JSP, RM1, JDBC, and software engineering concerns. R E 1

CS 18
ADA PROGRAMMING
3/3/6
Recommended Preparation: Any one programming language course
Designed for Computer Science majors and interested professionals needing an introduction to the ADA-programming language. Topics include lexical style, control structures, data types, exceptions, packages, and tasking.

Computer Maintenance Technology

CMT 215
ELECTRONICS FOR COMPUTER TECHNOLOGISTS
3/3/0
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. (Formerly EST 215)

CMT 220
COMPUTER MAINTENANCE AND REPAIR I
3/2/2
Recommended Preparation: CMT 171 and 174
First course in the sequence covering the basics of computer maintenance and repair. Includes PC hardware overview, internal PC components and circuit boards, power supplies, memory, hard disk drives, and floppy drives. Lab exercises with PCs give hands-on experience of the topics being studied. R E 3

CMT 225
COMPUTER MAINTENANCE AND REPAIR II
3/2/2
Prerequisite: CMT 220
Second course in the sequence covering the basics of computer maintenance and repair. Includes printers, modems and communication devices, video adapters and displays, sound cards, CD and DVD drives, introductory network concepts, Windows software issues, and computer troubleshooting. Lab exercises with PCs give hands-on experience of the topics being studied. R E 3

CMT 230
APPLIED NETWORK TECHNOLOGY
3/2/2
Prerequisite: CMT 225
Study of computer networks for technicians. Includes network wiring, connectors, repeaters, hubs, routers, bridges and their application to system specifications and the OSI model and its protocols. Installation, troubleshooting, and maintenance of computer networks and network hardware are emphasized in the laboratory. R E 3

CIM 299
CAPSTONE PORTFOLIO PROJECT
1.5/1.5/1.5
Recommended Preparation: CIM 272A
Enables the student to demonstrate the mastery of the learning objectives in the Webmaster or Web Designer programs. Guides the student through the process of developing a portfolio. Focuses on the student’s knowledge, skills, and techniques required to plan, develop, and implement an e-commerce web site. Ideally taken in the last semester of the program. R E 3
### Cosmetology

**COS 400A**  
12/6/18  
**COMPREHENSIVE COSMETOLOGY I**  
The first course in a program designed to prepare the student for the California State Board of Cosmetology Examination and success in a career as a cosmetologist. 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**  
12/6/18  
**COMPREHENSIVE COSMETOLOGY II**  
Prerequisite: COS 400A. Hours: 400  
A continuation of Cosmetology 400A. Twelve units are granted for the successful completion of 400 hours in class. A variable-unit course offered on an open-entry/open-exit basis. The units earned for this course may not be applied toward the 60 units for graduation. **R E 3**

**COS 400C**  
12/6/18  
**COMPREHENSIVE COSMETOLOGY III**  
Prerequisite: COS 400B. Hours: 400  
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**  
12/6/18  
**COMPREHENSIVE COSMETOLOGY IV**  
Prerequisite: COS 400C. Hours: 400  
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**

**COS 420**  
11/4/21  
**MANICURING**  
Designed to exceed minimum California State Board of Cosmetology standards. The course covers a study of proper use of instruments, equipment, personal hygiene, sanitation common nail conditions, diseases, and the use of electrical appliances. Chemistry as it relates to the composition of cosmetic materials is also covered. Principles of salesmanship and skills in serving the public are emphasized. The Cosmetology Act and Regulations are studied. A variable-unit course offered on an open-entry/open-exit basis. Eleven units are granted upon the successful completion of 400 classroom/laboratory hours. The units earned for this course may not be applied toward the 60 units for graduation. **R E 3**

### Cooperative Work Experience

**CWE 168**  
1-4/60-300/0  
**COOPERATIVE WORK EXPERIENCE**  
Corequisite: Concurrent enrollment in 7 units including CWE 168  
Provides supervised work experience relating to the student’s occupational goal by extending classroom-based learning to an on-the-job-learning station in the student’s major. During regular semesters, students must enroll in a minimum of seven units, including Cooperative Work Experience. Enrollment in an accredited secondary through four year institution or equivalent course work may meet this requirement. Student, instructor, and employer will cooperatively adopt a minimum of three learning objectives. One unit of credit awarded for each 75 hours of paid or 60 hours of volunteer employment upon successful completion of objectives and seminar attendance. Maximum of four units may be applied toward major requirements for certificate. **R I 1**

**CWE 169**  
1-4/60-300/0  
**COOPERATIVE WORK EXPERIENCE**  
Corequisite: May not be enrolled in more than one other course  
Provides supervised work experience relating to the student’s occupational goal by extending classroom-based learning to an on-the-job-learning station. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. Students may attend classes one semester and work full-time the following semester. Students may not be enrolled in more than one other course during the semester of full-time employment. **R I 1**

### Cross Cultural Studies

**CCS 1**  
3/3/0  
**MULTICULTURAL AMERICA: THE ONE AND THE MANY**  
Examines the cultures of African Americans, Asian Americans, Chicanos/Latinos, and Native Americans. Focuses on the topics of racial/ethnic identity, family, religion, and traditions within each group, and how each group relates to the others and to the dominant American culture. **R I 1**

**CCS 2**  
3/3/0  
**MULTICULTURAL AMERICA: TURNING POINTS**  
Examines the cultures of African Americans, Asian Americans, Chicanos/Latinos, and Native Americans. Focuses on the topics of gender, sexuality/sexual orientation, work and class, dreams and healing, and education within each group and how each group relates to the other and to the dominant American culture. **R I 1**
Dance

DANC 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. Emphasizes class participation providing the student with knowledge and understanding of the physical demands of ballet dance. A combination of DANC 51, 52, and 53 may be taken four times. (Formerly P E 51) R A 3

DANC 52 1 or 1.5/.67 or 1/1.33 or 2
BALLET DANCING LEVEL I
Recommended Preparation: DANC 51
Designed to teach the fundamentals of ballet. Technical work at the ballet barre, center-floor exercises, adagio, and allegro work. A combination of DANC 51, 52, and 53 may be taken four times. (Formerly P E 52) R A 3

DANC 53 1 or 1.5/.67 or 1/1.33 or 2
INTERMEDIATE BALLET
Recommended Preparation: DANC 52
Emphasis on improving individual skills. Continued technical work at the ballet barre. A combination of DANC 51, 52, and 53 may be taken four times. (Formerly P E 53) R A 3

DANC 54 1 or 1.5/.67 or 1/1.33 or 2
INTRODUCTION TO MODERN DANCE
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. (Formerly P P E 9) R E 3

DANC 55 1 or 1.5/.67 or 1/1.33 or 2
MODERN DANCE LEVEL I
Recommended Preparation: DANC 54
Instruction and supervised practice to develop the body for communication of feeling and idea through movement. A combination of DANC 54, 55, and 56 may be taken four times. (Formerly P E 54) R A 3

DANC 56 1 or 1.5/.67 or 1/1.33 or 2
INTERMEDIATE MODERN DANCE
Recommended Preparation: DANC 55
Increased techniques in modern dance with emphasis on improving individual skills. Continued development of the body for communication through movement. A combination of DANC 54, 55, and 56 may be taken four times. (Formerly P E 56) R A 3

DANC 57 1 or 1.5/.67 or 1/1.33 or 2
INTRODUCTION TO JAZZ DANCING
Designed for students with no experience in dance, as well as those wishing to perfect basic dance skills. Fundamentals of jazz dance technique are presented and practiced in class with presentation of the historical and stylistic perspectives of this dance form. An emphasis is placed on class participation to provide the student with knowledge and understanding of the physical demands of jazz dancing. A combination of DANC 57, 58, and 59 may be taken four times. (Formerly P E 57) R A 3

DANC 58 1 or 1.5/.67 or 1/1.33 or 2
JAZZ DANCING LEVEL I
Recommended Preparation: DANC 57
Basic jazz techniques, center and locomotor combinations, and original routines set to jazz music. A combination of DANC 57, 58, and 59 may be taken four times. (Formerly P E 58) R A 3

DANC 59 1 or 1.5/.67 or 1/1.33 or 2
INTERMEDIATE JAZZ DANCING
Recommended Preparation: DANC 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 DANC 57, 58, and 59 may be taken four times. (Formerly P E 59) R A 3

DANC 60 1 or 1.5/.67 or 1/1.33 or 2
INTRODUCTION TO TAP DANCING
Recommended Preparation: Two semesters of dance training
Designed for students with no experience in dance as well as those wishing to perfect basic dance skills. Fundamentals of tap-dancing techniques are presented and practiced in class 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 tap dancing. A combination of DANC 60, 61, and 62 may be taken four times. (Formerly P E 60) R A 3

DANC 61 1 or 1.5/.67 or 1/1.33 or 2
TAP DANCING LEVEL I
Recommended Preparation: DANC 60
Basic tap-dancing techniques, tap-dance combinations, and original tap dances. A combination of DANC 60, 61, and 62 may be taken four times. (Formerly P E 61) R A 3
DAN C 62  
1 or 1.5/6.7 or 1/1.33 or 2  
INTERMEDIATE TAP DANCING  
Recommended Preparation: DANC 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 DANC 60, 61, and 62 may be taken four times. (Formerly PE 62) R A 3

DAN C 63  
1 or 1.5/6.7 or 1/1.33 or 2  
EXERCISE FOR DANCERS  
Designed for the dance student to increase fitness, flexibility, endurance, strength, and poise in all types of dance techniques. Includes weight training, nutrition, care and prevention of injuries, and exercise to musical accompaniment. (Formerly PE 63) R E 3

DAN C 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 emphasize the ritual, social, and theatrical aspects of dance. The course will include some reference to other art forms and the humanities. (Formerly PE 64)

DAN C 65  
1/5/1.5  
PILATES CONDITIONING  
Introduces the fundamentals of non-impact exercise emphasizing the principles of Joseph Pilates. Classes provide the dancer and nondancer with exercises to improve abdominal and back strength, flexibility, and postural alignment. Pilates involves integrating the physical and mental aspects of movement in order to counter-balance weakness and correct imbalances in the body. Enhancement in these areas, in turn, provides for greater technical ability in any movement-based program, such as other dance studies, sports, or exercise programs, challenging to all fitness levels. Proper breathing techniques are emphasized, the focus being on exercising the mind as well as the body. Also listed as PE 65. Credit given in either area, not both. R E 3

DAN C 60, 61, and 62 may be taken four times. (Formerly PE 62)

ARCH 152. Credit given in either area, not both.

DR 23  
3/1.5/4.5  
ENGINEERING GRAPHICS AND DESCRIPTIVE GEOMETRY  
Recommended Preparation: DR 100 or one year of high school mechanical drafting  
Principles of communicating graphically using sketching and drafting of multi-view 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, multi-view 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 sections, first and second auxiliary views, advanced dimensioning, tolerancing, and further development of mechanical drawing skills.

ECON 2  
3/3/0  
PRINCIPLES (MACRO)  
Recommended Preparation: MATH 251  
Economic analysis of the theory of income determination including national income concepts, business cycles, unemployment, inflation, economic growth and development, monetary and fiscal policy, public debt, international trade and finance, comparative economic systems.
ECON 4
PRINCIPLES (MICRO)
Prerequisite: MATH 251
An introduction to the concepts and tools of microeconomic analysis. Study of price theory including supply and demand and marginal analysis. Topics include imperfect competition, antitrust, regulation, environmental economics, the distribution of income, and efficient resource use.

ECON 6
SCARCITY AND ENVIRONMENT
Prerequisite: MATH 251
Recommended Preparation: ENV 1
An introduction to environmental economics. Focuses on market failure as a cause of inefficient resource use, depletion, and environmental pollution. Addresses the impact of ecological problems on the distribution of wealth in three areas: within a nation, internationally, and intergenerationally. Examines public policy in the environmental area. Also listed as ENV 6. Credit given in either area, not both.

ECON 11
WORLD POLITICAL ECONOMICS
Focuses on the relations between the political and economic systems of worldwide government. 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 Africa, Europe, the Pacific Rim, the Middle East, Latin America, the Soviet Union, China, and the United States. Also listed as PS 11. Credit given in either area, not both.

ECON 20
THE AMERICAN ECONOMY
A general education course which gives a descriptive survey of the economic system of the United States emphasizing economic problem areas such as taxes, public debt, international trade production, economic growth and contemporary competing economic theories and systems. Course may be offered by mediated mode of instruction.

ECON 189
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

ECON 289
SPECIAL TOPICS
.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 a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

ED 100
INTRODUCTION TO EDUCATION
3/3/0
An introduction to the field of education, including a basic preview of such subjects as organization of education, types of credentials, needs and opportunities, rights and responsibilities, innovations, philosophies and techniques, professional ethics and related subjects.

ED 105
EXPLORATIONS IN EDUCATION
3/3/0
Explores careers in the teaching profession in a broad context, both from an academic understanding as well as from experience garnered from focused observations in K-12 classrooms and schools. This course meets new Elementary Subject Matter Preparation requirements that students who are considering a teaching career have early and frequent opportunities to engage in field experiences that are linked with college and university coursework.

ED 110
EDUCATIONAL PSYCHOLOGY
3/3/0
An introduction to the basic principles of psychology that are pertinent to education, including abilities, intelligence, social and emotional factors, and principles of learning.

ED 189
SPECIAL TOPICS
.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 a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

ED 240
TEACHER AIDE
3/1/4
Emphasis on the knowledge needed by a teacher aide on a practical day-to-day basis, including a knowledge of the needs, growth and development of children in grades K-12. Class sessions will provide complete familiarization with the latest media developments and with media center philosophy, objectives, scheduling and operation. Lab hours will be spent working with students in classrooms under the direction of master teachers.

ET 101
SURVEY OF ELECTRONICS
3/3/0
Introduction to electronics for non-majors or those exploring possible interest in the field. Covers the basics of electronics.

ET 110
LINEAR INTEGRATED CIRCUITS
4/3/3
Recommended Preparation: ET 135
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, and data-conversion circuits. Laboratory experiments emphasize testing, troubleshooting and application of circuits, and concepts studied.

ET 114
DIGITAL ELECTRONIC CIRCUITS
4/3/3
Recommended Preparation: ET 133
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 118
ELECTRONIC COMMUNICATION SYSTEMS
4/3/3
Recommended Preparation: ET 114 and 135
Fundamentals of modern electronic communication systems, including radio, data, digital, and opto-electronic systems. Study of noise analysis, modulation methods, networks, transmission lines, antennas, and other important system components and considerations. Includes analytical principles and equations as well as practical applications and troubleshooting.
ET 133 4/3/3
DC AND AC FUNDAMENTALS
Fundamentals of DC and AC electronic components and circuits. Includes basic DC and AC terms, resistors, capacitors, inductors, Ohm’s law, series and parallel circuits, circuit theorems, magnetism, transformers, time constants, reactance, and resonance. Laboratory experiments utilize common test equipment such as the digital multimeter, power supply, function generator, and oscilloscope.

ET 135 4/3/3
SEMICONDUCTOR DEVICES AND CIRCUITS
Recommended Preparation: ET 133
Study of common discrete semiconductors and related circuits. Includes diodes, bipolar junction transistors, field effect transistors, thyristors, and optoelectronic devices. Laboratory experiments emphasize testing and troubleshooting of circuits containing the devices studied.

ET 189 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

EMT 205 6.5/6/1.5
EMERGENCY MEDICAL TECHNICIAN PROCEDURES
A fundamental theory and skills course in emergency medical care and basic life support skills. 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 included. R 99

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 EMT-B recertification requirement. Review of life support measures, use of emergency medical equipment and supplies, and cardiopulmonary resuscitation. R 99

EMT 218
ADVANCED PREHOSPITAL CARE
Designed for the EMT transporting advanced life support patients. Covers advanced assessment and treatment skills including care of trauma and complicated medical conditions. Prepares students for paramedic programs in California.

EMT 289 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

ENGR 33 4/3/3
ELECTRIC CIRCUIT ANALYSIS
Prerequisite: PHYS 4B
Corequisite: MATH 24
An introduction to the analysis of passive electric circuits using a variety of methods including Ohm’s law, Kirchhoff’s laws, superposition, nodal, and mesh analysis, Thevenin’s and Norton’s Theorems, phasors, and complex numbers. The techniques are used to find the source-free response, step response, and steady state response. Laboratory experiments accompany the topics studied and emphasize analysis and testing of common circuits.

ENG 1A 3/3/0
PRINCIPLES OF COMPOSITION I
Prerequisite: Satisfactory score on the English Placement Examination or completion of ENG 200 with a grade of “C” or better
A course in expository writing. Instruction focuses on how to select and narrow a topic, frame a thesis statement, and organize the content into a logical, coherent composition. Original essays, increasing in level of difficulty and in length, are developed through a process approach, including prewriting and peer-editing techniques. May be offered by a mediated mode of instruction.

ENG 1B 3/3/0
PRINCIPLES OF COMPOSITION II
Prerequisite: ENG 1A with a grade of “C” or better
Provides instruction in critical thinking and in writing expository and persuasive essays and documented papers totaling a minimum of 8,000 words. Instruction focuses on the development of logical reasoning, on analytical and argumentative writing skills, and on research strategies. Assignments are derived from themes and works in various disciplines and cultures.

ENG 3 3/3/0
INTRODUCTION TO CREATIVE WRITING
Prerequisite: Eligibility for enrollment or completion of ENG 1A
A course emphasizing the writing of prose, poetry, and drama stressing critical judgment of these forms. Course may be offered by a mediated mode of instruction.
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ENG 4
FICTION FUNDAMENTALS
Prerequisite: Eligibility for enrollment or completion of ENG 1A.
Teaches the fundamentals of storytelling or narrative art. E R 1

ENG 5
POETRY FUNDAMENTALS
Prerequisite: Eligibility for enrollment or completion of ENG 1A.
A course designed to explore the traditional and modern forms of poetry so the student will write poems in each of these forms and understand the nature and use of figurative language. This course may be repeated once. E R 1

ENG 7
CREATIVE WRITING: SCRIPTWRITING
Prerequisite: Eligibility for ENG 1A
Recommended Preparation: ENG 3, 4, or 104
Focuses on the special requirements of dramatic writing for television, film, radio, and stage.

ENG 15A
SURVEY OF AMERICAN LITERATURE: 1620-1860
Recommended Preparation: Eligibility for ENG 1A
Emphasizes major ideas, authors, and forms in American literature during the 17th, 18th, and early 19th centuries.

ENG 15B
SURVEY OF AMERICAN LITERATURE: 1860-CONTEMPORARY
Recommended Preparation: Eligibility for ENG 1A
Emphasizes major ideas, authors, and forms from the late 19th century to the present.

ENG 17A
SURVEY OF ENGLISH LITERATURE: BEOWULF TO ROMANTIC MOVEMENT
Recommended Preparation: Eligibility for ENG 1A
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.

ENG 17B
SURVEY OF ENGLISH LIT: ROMANTIC MOVEMENT TO THE PRESENT
Recommended Preparation: Eligibility for ENG 1A
Covers 1796 to present. Romantic, Victorian, Modern, and Post-Modern literature will be discussed in relation to social and political backgrounds.

ENG 18
SHAKESPEARE: THE TRAGEDIES
Recommended Preparation: Eligibility for ENG 1A
An in-depth study of representative plays and criticism, illustrating Shakespeare's mastery of poetic and theatrical techniques and psychological portrayal within the framework of the genre of English Renaissance tragedy.

ENG 19
SHAKESPEARE: THE COMEDIES
Recommended Preparation: Eligibility for ENG 1A
A close study of the nature of Shakespeare's comedies, illustrating the variety of Shakespearean comedy from farce to fantasy to the serious study of social problems.

ENG 20
SHAKESPEARE: THE HISTORIES
Recommended Preparation: Eligibility for ENG 1A
A study of Shakespeare's history plays set against their relevant historical backgrounds, together with an exploration of Shakespeare's purpose in converting history into drama.

ENG 21A
WORLD LITERATURE: ANCIENT TO 17TH CENTURY
Recommended Preparation: Eligibility for ENG 1A
A survey of major authors and literary forms from antiquity to 17th century from world cultures.

ENG 21B
WORLD LITERATURE: 17TH CENTURY TO MODERN PERIOD
Recommended Preparation: Eligibility for ENG 1A
A survey of major authors and literary forms from the 17th century to the modern period from world cultures.

ENG 23A
AMERICAN ETHNIC WRITING: AFRICAN AMERICAN LITERATURE
Recommended Preparation: Eligibility for ENG 1A
Concerned with exploring the writing of African-Americans, their viewpoints, styles, forms, and themes.

ENG 23B
AMERICAN ETHNIC WRITING: CHICANO LITERATURE
Recommended Preparation: Eligibility for ENG 1A
Explores the historical and contemporary position of Chicanos in American society, their viewpoints, styles, forms, and themes as represented in Chicano literature.

ENG 24
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 25
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. Course may be offered by mediated mode of instruction.

ENG 27A
INTRODUCTION TO THE NOVEL
Recommended Preparation: Eligibility for ENG 1A
Surveys American, British, French, and Russian novels emphasizing form, content, philosophical and historical perspectives, and criticism.

ENG 27B
INTRODUCTION TO DRAMA
Recommended Preparation: Eligibility for ENG 1A
Surveys representative plays in the evolution of dramatic literature emphasizing form, content, philosophical and historical perspectives, and criticism. Drama from the ancient Greeks to the contemporary may be included. Field trips to plays may be a part of this course.

ENG 31
INTRODUCTION TO SCIENCE FICTION
Prerequisite: 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. (Formerly ENG 131A)
ENG 40 / 3/3/0

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 44 / 3/3/0

CLASSICAL MYTHOLOGY

Recommended Preparation: Eligibility for ENG 1A

A study of Greek and Roman myths and legends based upon the most scholarly research and most accurately translated texts extant. 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 / 3/3/0

IMAGES OF WOMEN IN LITERATURE

Recommended Preparation: Eligibility for ENG 1A

Examines 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. 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 is discussed. The course is designed for both genders.

ENG 50 / 3/3/0

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 with an emphasis on American women writers of diverse heritages. Compares the varied responses of those authors to the cultural definitions of what it is to be a woman and to attitudes toward major life transitions such as marriage, childbearing, education, and a public career. Focuses on the inner search and on the conflicts and crises that often lead to transformation.

ENG 52 / 3/3/0

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 65 / 3/3/0

BUILDING ENGLISH VOCABULARY THROUGH GREEK AND LATIN ROOTS

Course teaches the formation and use of English words from Greek and Latin derivatives. It is intended to be particularly useful for new college-level vocabulary. The course does not require any prior knowledge of Greek or Latin. Also listed as CLSS 5. Credit given in either area, not both.

ENG 104 / 3/3/0

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. R E 1

ENG 105 / 3/3/0

HAIKU, SONNET, FREE VERSE, AND OTHER POETIC FORMS

Recommended Preparation: Eligibility for ENG 1A; ENG 3

Emphasizes student writing in poetic forms. Includes lectures and discussions on the theory and practice of poetry, focuses primarily on the discussion and evaluation of student work. Designed for writers seeking practice and guidance in writing poetry. R E 1

ENG 107 / 3/3/0

WRITING THE FICTION AND/OR NONFICTION BOOK

Recommended Preparation: Eligibility for ENG 1A or 3

Designed to assist students in the planning, development, and marketing of book-length fiction and non-fiction. R E 1

ENG 117 / 3/3/0

ADVANCED SCRIPTWRITING

Prerequisite: ENG 7

Recommended Preparation: ENG 3 or 4 or 104

Focuses on the theory and practice of the screenplay with an emphasis on contemporary production standards. Students enrolled in this course should be presently working on a dramatic script. R E 2

ENG 142 / 3/3/0

CHILDREN'S LITERATURE

Recommended Preparation: Eligibility for ENG 1A

Covers basic information about children's cognitive development, 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. Course focuses on the literary heritage of children's books from classic to modern. Literary analysis from a variety of critical perspectives, research into current issues in children's books. (Formerly ENG 42)

ENG 160 / 3/2/2

LITERARY MAGAZINE

Recommended Preparation: ENG 1A or 3

An introduction and practice in the distinctive elements of literary magazine production. It provides firsthand experience in the various phases of editing and publishing a small press publishing literary magazine. R E 3

ENG 170 / 3/3/0

REASONING AND COLLEGE READING

Prerequisite: ENG 1A with a "C" or better

For students from all academic disciplines who seek to develop logical thinking, critical reading, and argumentative writing skills. Emphasis is on understanding implied meaning and logic and on developing college-level skills in analytical reading and writing.

ENG 180 / 3/3/0

SPEED READING AND COMPREHENSION TRAINING

Designed to improve critical awareness, to double or triple the students' initial rate(s) while maintaining comprehension, and to expand college-level vocabulary. Reading flexibility is emphasized with attention to learning how to read critically.

ENG 189 / .5-4/.5-4/.5-9

SPECIAL TOPICS

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3
ENG 200

**FUNDAMENTALS OF COMPOSITION**
Prerequisite: Satisfactory score on the English Placement Examination or completion of ENG 300, 220, or comparable course with a grade of "C" or better
Concentrates on writing the expository paragraph and multi-paragraph composition through a process approach. Students will learn how to construct a topic sentence or thesis statement with a controlling idea and provide support for that idea in standard English.

ENG 211

**ENGLISH MECHANICS AND GRAMMAR**
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.

ENG 220

**READING SKILLS FOR COLLEGE**
Corequisite: ENG 221
Designed to bring students' reading abilities and study skills to college-level proficiency. Emphasis is on individual help and careful progress to develop reading confidence and ease. Course may be offered by mediated mode of instruction.

ENG 221

**READING LABORATORY**
Corequisite: ENG 220
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. R E 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.

ENG 234

**SPELLING SKILLS FOR COLLEGE**
Corequisite: ENG 235
Designed to help students identify individual spelling deficiencies and learn basic spelling rules. The causes of spelling errors and correct pronunciation will be discussed. Through classroom instruction, lab use and testing, students will learn to sharpen their spelling ability.

ENG 235

**SPELLING LABORATORY**
Corequisite: ENG 234
Designed to complement the spelling skills taught in ENG 234. This lab includes diagnosis of individual spelling deficiencies through individualized instruction, students will sharpen their spelling skills. R E 1

ENG 267

**NOVEL WORKSHOP: REVISI NG MANUSCRIPTS FOR PUBLICATION**
Recommended Preparation: Eligibility for ENG 1A or 3
An intensive analysis of the elements of a 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. R E 3

ENG 289

**SPECIAL TOPICS**
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

ENG 300

**BEGINNING WRITING**
A beginning-level composition course designed to focus on the grammatical and structural perfection of the sentence and on the ultimate creation of unified and well written paragraphs. Students will improve their ability to write short essays, increase their vocabulary, and learn to correct errors in punctuation and grammar in final drafts of written work. Instruction will demonstrate the logical correlation of grammar, mechanics, and composition. R E 1

ENG 315

**BRIDGING INTO COLLEGE READING**
Designed to help recent high school graduates get an overview of effective reading skills and strategies necessary to succeed in college courses. It concentrates on developing techniques for preview skimming, locating the main idea, details, and conclusions as well as developing vocabulary; especially geared towards reading college textbooks.

ENG 316

**BRIDGING INTO COLLEGE WRITING**
Designed to help recent high school graduates get an overview of effective college writing skills. It concentrates on developing pre-writing, writing, proof-reading, and editing techniques. Special emphasis will be placed on choosing and narrowing a topic, making a scratch outline, constructing a thesis statement, building a paragraph, and finding common errors in grammar and punctuation.

ENG 330

**LAB CLASS FOR READING ACROSS THE CURRICULUM**
Corequisite: Concurrent enrollment in a content area course.
This course is designed to help students read their textbooks and will present strategies for studying in specific content area classes. Each semester a different course will be targeted to work on study skills strategies necessary for success in that course. Emphasis will be on individualized and small group instruction and practical application in test-taking, note-taking for text and lecture, time-budgeting, and increasing memory and concentration. Open-entry/open-exit class. R E 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. R E 3
Saddleback College Catalog 2003/04

English as a Second Language

Beginning Level
ESL 365A, 375A, 380A, 380B
Intermediate Level
College Level
Learning Lab
ESL 888, 999

ESL 89 0 or 3/6/0
ADVANCED ACADEMIC SKILLS
Recommended Preparation: ESL 280 or 295
An advanced course designed to improve non-native speakers' reading comprehension and written communication skills necessary for college-level work. Students will summarize 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. This is not an open-entry/open-exit course. It may be offered for zero units. Completion of this course with a "C" qualifies a student to enroll in English 200. R 99

ESL 225 0 or 3/3/0
ADVANCED VOCABULARY SKILLS
Recommended Preparation: ESL 380D
Designed to help non-native speakers of English expand and acquire a college-level vocabulary and idiomatic expressions necessary for academic and vocational courses. 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. R E 1

ESL 235 0 or 3/3/0
ADVANCED LISTENING AND NOTE-TAKING SKILLS
Recommended Preparation: ESL 380D
Designed to prepare foreign-language speakers for mainstream college courses. Emphasis is on note-taking, outlining, comprehension of spoken information, questioning, and paraphrasing techniques necessary for class participation. 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. R E 1

ESL 245A 0 or 3/3/0
ADVANCED GRAMMAR REVIEW I
Corequisite: ESL 999
Recommended Preparation: ESL 380D
ESL 245A is the first half of an advanced, rapidly-paced grammar class for non-native speakers of English who have completed at least four semesters of ESL or equivalent. It is recommended for students progressing into Eng 200 and Eng 1A. Emphasis is on structures particularly difficult for non-native speakers such as the verb system, prepositions, gerunds, infinitives, and if-clauses. Writing of original sentences based on structures is stressed. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course may be repeated twice and is not open-entry/open-exit. R 99

ESL 245B 0 or 3/3/0
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 non-native speakers of English who have completed at least four semesters of ESL or equivalent. Recommended for students progressing into ENG 200 and Eng 1A. Emphasis is on structures particularly difficult for non-native speakers such as the verb system, prepositions, gerunds, infinitives, and if-clauses. Writing or 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 99

ESL 255 0 or 3/3/0
ADVANCED WRITING FOR WORK
Recommended Preparation: ESL 380D or 395B
ESL Advanced Writing for Work is designed to improve non-native speakers' reading comprehension and written communication skills necessary for college-level work using "real world" copies. Students will regularly summarize examples of American business and technical communication. In addition, they will design, write, and analyze different communication examples of memoranda, letters, descriptions, instructions, and other reports focusing on impact, accuracy, and clarity in relation to audience and purpose. Students will also review sentence structure and grammar as needed. This course is not open-entry/open-exit. It may be offered for zero units. The unit version of this course may be repeated twice. R E 2

ESL 265 0 or 2/3/0
ADVANCED PRONUNCIATION
Corequisite: ESL 999
Recommended Preparation: ESL 365B
An advanced-level pronunciation course which completes the English pronunciation course sequence. This class is especially appropriate for business people and other professionals who wish to improve their accents. Course continues to develop pronunciation accuracy, auditory discrimination, conversation techniques, selective listening skills, and appropriateness while decreasing native-language interference. Stress distinctions to communicate intent and meaning along with intonation patterns will be fully developed. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course may be repeated twice and is not open-entry/open-exit. R 99

ESL 275 0 or 2/3/0
ADVANCED CONVERSATION
Recommended Preparation: ESL 380D or 375B
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 societal contexts: social, work and school situations. Topics may be of a controversial nature. 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 280 0 or 3/6/0
ADVANCED MULTISKILLS
Recommended Preparation: ESL 380D
Incorporates the academic skills necessary for the advanced ESL student to progress. Designed to complete the instruction of English grammar. Continues to develop reading skills and focus on writing skills at the sentence and paragraph level. Informal conversation will be incorporated into the body of the course. Listening comprehension will be further developed preparing the student to enter mainstream courses and/or the work force. May be offered for zero units on an open-entry/open-exit basis. The unit version of this course is not open-entry/open-exit and may be repeated once. R 99
ESL 285 0 or 3/3/0
ADVANCED ESL READING: AMERICAN LITERATURE
Recommended Preparation: ESL 280 or 295
Introduces advanced ESL students to techniques for understanding and appreciating excerpts, and complete works of fiction, drama, and poetry. Selections will be from American writers. Students will write (summaries, journal entries, and character analyses) and take part in oral activities (discussions, dramatic activities, and presentations) in response to specific works studied. 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. R 99

ESL 289 .5-4/5-4/5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

ESL 295 0 or 3/3/0
ADVANCED READING AND WRITING
Prerequisite: ESL 380D or 395B
Corequisite: ESL 888
A course designed for the non-native speaker of English focusing on advanced-level reading and writing skills. Emphasis in writing is on gaining control of complex sentence patterns and standard rhetorical patterns. Emphasis in reading is on narrative, creative, and expository text. 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 twice. R 99

ESL 365A 0 or 1/2/0
BEGINNING PRONUNCIATION
Corequisite: ESL 999
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 is not open-entry/open-exit and may be taken four times for credit. The units earned for this course may not be applied toward the 60 units for graduation. R 99

ESL 365B 0 or 2/3/0
INTERMEDIATE PRONUNCIATION
Corequisite: ESL 999
Recommended Preparation: English as a Second Language 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. (R-E) The units earned for this course may not be applied toward the 60 units for graduation. R 99

ESL 375A 0 or 2/3/0
BEGINNING CONVERSATION
Initiates the ESL conversation series with emphasis on everyday conversation. Topics encompass basic oral/aural student needs for survival. 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 three times for credit. The units earned for this course may not be applied toward the 60 units for graduation. R A 99

ESL 375B 0 or 2/3/0
INTERMEDIATE CONVERSATION
Recommended Preparation: ESL 375A or 380B
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. 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 three times for credit. The units earned for this course may not be applied toward the 60 units for graduation. R A 3

ESL 380A 0 or 3/6/0
BEGINNING MULTISKILLS I
Corequisite: ESL 999
Recommended Preparation: ESL 380A
This course is designed to further the fundamentals of communicative competence in daily spoken English. Although the focus remains on listening comprehension and speaking, reading and writing skills will be expanded. A civics component will be included. This course continues the familiarization with customs and culture begun in the previous semester. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course is not open-entry/open-exit. A combination of ESL 380A and ESL 380B may be taken a maximum of four times. The units earned for this course may not be applied toward the 60 units for graduation. R 99

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. R 99
### Environmental Studies

#### ENV 1
**INTRODUCTION TO ENVIRONMENTAL STUDIES**

An introduction to environmental studies that includes an overview of human activities within the global ecosystem. Examines population growth, energy, use of food supply, urbanization, biodiversity, and climate change, and searches for solutions while exploring future options.

**Prerequisite:** MATH 251

**Recommended Preparation:** ENVI 1

**Corequisite:** CCE 168/169

**Credit given in either area, not both.**

#### ENV 25
**ENVIRONMENTAL HAZARDS TO HEALTH**

Provides an overview of the relationship between environmental pollutants and human health. A survey of legislative and treaty safeguards designed to protect human health within local, state, national, and international areas will also be included. Also listed as BIOC 25. Credit given in either area, not both.

**Prerequisite:** ENV 1

**Credit given in either area, not both.**

#### ENV 40
**ALTERNATIVE ENERGY TECHNOLOGIES**

An introductory course presenting alternative energy policies and technologies. Specific technologies such as geothermal, solar thermal, photovoltaic, and wind power will be discussed. Problems of control (automation), costs, pollution, and potential health hazards will be presented from both political and technical perspectives.

**Prerequisite:** ENV 1

**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 BIOC 19. Credit given in either area, not both.

**Recommended Preparation:** Previous college-level biology course

**Course Corequisite:** CCE 160/169

**Recommended Preparation:** ENVI 1

**An opportunity for an in-depth experience with an environmental agency, local municipality, private agency, or student initiated project.**

**Credit given in either area, not both.**

#### ENV 6
**SCARCITY AND ENVIRONMENT**

**Prerequisite:** MATH 251

**Recommended Preparation:** ENVI 1

An introduction to environmental economics. Focuses on market failure as a cause of inefficient resource use, depletion, and environmental pollution. Addresses the impact of ecological problems on the distribution of wealth in three areas: within a nation, internationally, and intergenerationally. Examines public policy in the environmental area. Also listed as ECON 6. Credit given in either area, not both.

**Credit given in either area, not both.**

#### ENV 18
**INTRODUCTION TO ECOLOGY**

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 BIOC 18. Credit given in either area, not both.

**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 BIOC 19. Credit given in either area, not both.

**Recommended Preparation:** Previous college-level biology course

**Course Corequisite:** CCE 168/169

**Recommended Preparation:** ENVI 1

**An opportunity for an in-depth experience with an environmental agency, local municipality, private agency, or student initiated project.**

**Credit 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 given in either area, not both.

**Credit given in either area, not both.**

#### ENV 24
**NATURAL HISTORY OF CALIFORNIA**

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 BIOC 24. Credit given in either area, not both.

**Credit given in either area, not both.**
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 given in either area, not both.

ENV 123
WATER AND SOIL CONSERVATION
Consideration of major water and soil conservation problems and solutions, principles of water and soil degradation by erosion, ground water overdraft, chemical transport, climate, topography, and land usage. Effects of water and soil pollution on population growth and food production. Selection of vegetation for water-limited lands and/or heavily eroded landscapes. Also listed as HORT 123. Credit given in either area, not both.

ENV 189
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

ENV 200
VOLUNTEER NATURALIST TRAINING
Prepares individual to lead interpretive tours at a variety of Orange County wilderness areas for various agencies and organizations. Subject matter includes familiarity of plants, animals, ecology, geology, and cultural history of the region. Useful for those interested in becoming a park docent. R E 1

FASH 31
TEXTILES
Fabric selection and care considering fibers, yarns, weaves, finishes, and color. Emphasis is on properties of fibers as related to their end use and consumer understanding of fabric performance. Also listed as BUS 31. Credit given in either area, not both.

FASH 100
BASIC SEWING
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 FASH 100, 111, 112 and 113 may be taken a maximum of four times. R A 3

FASH 101
INTRODUCTION TO FASHION INDUSTRY AND CAREERS
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
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
Designed for the student who has had instruction in basic sewing but needs more help in the integration of garment construction techniques in the classroom 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 FASH 100, 111, 112 and 113 may be taken a maximum of four times. R A 3

FASH 112
FASHION SEWING—ADVANCED
Recommended Preparation: FASH 110 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, sheers, silks, piques, taffetas, and lace. Fine custom details such as lining and underlining. Combination of the FASH 100, 111, 112 and 113 may be taken a total of four times. R A 3

FASH 113
COUTURE SEWING
Recommended Preparation: FASH 111
Application of custom techniques in construction of haute couture garments. Instruction in fine finishing details such as hand-sewing techniques, trapunto, self-trim applique, and beading. Combination of the FASH 100, 111, 112 and 113 may be taken a total of four times. 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 knits and doubleknits; involves the latest techniques on jerseys, velours, stretch terrys, swimsuit fabrics, fleece, and tricots. Construct traditional clothing and pants as well as active wear. 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, and 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 needlearts 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 fashion and costume design achieved through flat pattern techniques. Use of the basic sloper and construction of half-scale garments. R E 1

FASH 132
DRAPING FASHION DESIGNS
Recommended Preparation: FASH 100 or basic sewing skills
Creative apparel-designing using fabric-draping techniques on a dress form with application to the individual. R E 3

FASH 136
APPAREL DESIGN
Recommended Preparation: FASH 130
Designed to teach the basic skills of garment design. Included in this program are the garment sketch, elements of design, and the design and construction of the garment. R E 3
FASH 140  3/3/0

FASHION IMAGE
Apparel selection based upon the application of color, line, and design theories. Studies the principles the choice of dressing for a career and other lifestyles. Presents methods of projecting appropriate professional images. Offers concepts of wardrobe planning, including cultural influences, consumer needs in clothing, buying guides, and care and maintenance of the wardrobe.

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 given in either area, not both.

FASH 144  3/3/0
FASHION TRENDS AND CULTURAL COSTUMES
Examines the forces which influence the fashion trends of today by studying the clothing, textiles, arts, and cultures of the past. Covers historical, artistic, socio-economic, geographic, religious, political, and cultural influences clothing design, textiles, and fashion from ancient to modern civilization. Includes cultures 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 given in either area, not both.

FASH 147  3/2/2
THE FASHION SHOW
Emphasis is on student-produced fashion show. The course will provide fashion office training in fashion promotion, retail sales, advertising, and public relations. Also listed as BUS 147. Credit given in either area, not both. R E 3

FASH 148  1/1/1
FASHION DISPLAY
Visual merchandising as both an art form and a selling technique in fashion retailing. The use of color, outfit coordination, store layout, fixtures, lighting, signage, 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 non-textile merchandise. Includes men's and women's clothing; jewelry, leather, shoes, and accessories. Examination of methods of construction and production, fashion terms, and consumer information. This is also a professional course for clothing construction, fashion design, and fashion merchandising students who wish to enhance skills in developing professional presentations through use of graphics and the computer.

FASH 154  3/2/2
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
Analysis and techniques of job application, interviewing, and resume writing. Fashion writing skills developed by newsletter preparation during in-class laboratory hours. To be taken in the final semester of program.

FASH 189  .5-.4/.5-.4/.5-.9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

FASH 201  3/2/2
COLOR AND WARDROBE CONSULTING
Learn color analysis, wardrobe planning, and personal shopping for clients as a color and wardrobe consultant.

FASH 202  3/2/2
IMAGE CONSULTING
Study personal coloration, dress guidelines, and professional wardrobe planning in order to become an image consultant. Image consulting business guidelines will also be covered.

FASH 203  3/2/2
PROFESSIONAL PERSONAL SHOPPER
Learn how to analyze dress needs for corporate and individual image goals, shop for and sell to clients, produce fashion seminars, and work with domestic and international dress customs as a personal shopper.

FASH 209  2/1/3
CONSTRUCTION OF CHILDREN'S CLOTHING
Recommended Preparation: FASH 100 or basic sewing skills
Gain 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  .5 or 1/0/1.5 or 3
CLOTHING CONSTRUCTION STUDIO
Corequisite: Enrollment in any fashion course
Aid to your sewing knowledge and make your chosen special garment(s) using the expertise of fashion instructors and the newest sewing machines and Sergers. Student may pursue individual projects or complete work in progress. R E 3

FASH 221  2/1/3
CONTEMPORARY TAILORING
Recommended Preparation: FASH 100 or basic sewing skills
Study tailoring methods using soft, unstructured techniques. It includes elimination of bulk, knowledge of current development in shaping fabrics, new methods of finishing the inside of garments, use of commercial sewing machines, and selection of design and fabrics for contemporary tailoring. Emphasis will be on the professional application of new tailoring techniques and how these are used by the practicing dressmaker and tailor. R E 3

FASH 228  1/1/0
COMPUTERIZED EMBROIDERY AND DESIGNS
Explore the capabilities of computerized embroidery sewing machines, Internet links, use of scanners, digitizing, embroidery cards, clip art, design placement, stabilizers, embroidery threads, and use of computer software programs. R E 3
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<td>3/2/2</td>
<td>ALTERATIONS AND FITTING</td>
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<td>FASH 234</td>
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**Courses**

- **FASH 230: Alterations and Fitting**
  - Recommended Preparation: FASH 100 or basic sewing skills
  - Includes basic procedures involved in altering a ready-made garment, fitting patterns and clothing, power sewing-machine operation, and garment production techniques. R E 3

- **FASH 234: Advanced Pattern and Design Techniques**
  - Recommended Preparation: FASH 130
  - Translate complex original designs into garments. Includes instruction in industrial pattern and apparel construction. Students will develop style designs and patterns. R E 3

- **FASH 235: Designing for the Fashion Industry**
  - Recommended Preparation: FASH 130
  - A professional course simulating the procedures used in the design department of a garment manufacturer. The student will design misses and junior dresses, lingerie, sportswear, active sportswear, after-five, and children's wear. Students will deal with the problems of working ahead of fashion seasons, production costs, saleability, and manufacturability of garments. Emphasis also will be placed on polishing the student's design techniques. R E 3

- **FASH 238: Advanced Draping and Fashion Design**
  - Recommended Preparation: FASH 132
  - Explores design principles, draping, and flat pattern techniques along with wardrobe planning and design presentation. Business practices and apparel manufacturing employment trends for the designer or consultant who works at home or owns a small design house are included. R E 3

- **FASH 240: Dye Processes on Fabrics**
  - Explores a variety of methods used to dye and/or print fabrics suitable for use in clothing and interiors. It covers the traditional procedures used, terminology, equipment, and the various new dyes and techniques on the market. Various topics will be covered including block printing, stenciling, batik, fabric painting, tie-dyeing, and direct printing. Methods will be explored to enable professionals and students to design fabrics to suit their garment designs. R E 3

- **FASH 242: Sewing Home Furnishings**
  - Recommended Preparation: FASH 100 or basic sewing skills
  - Study 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

- **FASH 243: The American Quilt**
  - Includes designing, creating, constructing, and marketing of American quilts. Emphasizes the professional aspects of producing quilts. Incorporates both traditional and contemporary uses of color, patterns, and design. R A 3

- **FASH 247: Fashion Show Participation**
  - Includes planning and participating in a student-designed fashion show. Students in this course will show their garments that were made in the clothing construction and/or fashion design classes or will develop staging from knowledge gained from the merchandising and display classes taken during the course of the student's fashion program. Students will work closely with The Fashion Show production class. R E 3

- **FASH 250: Fashion in Southern California**
  - Introduction to the fashion-industry environment in Southern California. Students will study such vital areas as the California Mart showrooms, the garment district, Rodeo Drive and other fashion boutiques, a mannequin manufacturer, buying offices, fabric converters, designers' studios, and manufacturers' production facilities. R E 3

- **FASH 255: 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 copywriting, fashion editorial reporting, and fashion trend information.

- **FASH 256: 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.

- **FASH 260: Computer Applications in Fashion**
  - Recommended Preparation: FASH 150 or prior knowledge and use of computers
  - An overview of several fashion related computer programs which include such software as paint and draw, 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: Special Topics**
  - The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

- **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.

- **FCS 140: Fashion Image and Apparel Selection**
  - Course offers concepts of apparel selection for professional and personal needs based on design, culture, fashion image, and lifestyles. It includes study of sociological, physiological, and psychological aspects of dress. It offers wardrobe analysis, coordination and maintenance, and consumer purchase guidelines.
FCS 142
LIFE MANAGEMENT
Application of principles of family resource management to personal and family settings. Decision-making in the management of time, energy, money, and other resources to student, work, and home situations. The course is designed for both women and men, employed or not, and for single adults or family members, with an investigation of our changing roles and lifestyles. Practical applications include balancing home, family, work, and individual responsibilities; household planning; work simplification; budgeting; and management of the home environment.

FCS 142A
LIFE MANAGEMENT
Application of skills to effectively manage and balance personal, family, and work life including goal setting, communication, techniques for improving self-understanding, self-esteem, and interpersonal relationships. FCS 142A, B, and C may be taken one time each. R A 2

FCS 142B
LIFE MANAGEMENT
Application of skills to effectively manage and balance personal, family, and work life including the management process; time; energy; and personal management of nutrition, health and fitness choices. FCS 142A, B, and C may be taken one time each. R A 2

FCS 142C
LIFE MANAGEMENT
Application of skills to effectively manage and balance personal, family, and work life including financial management, consumer problem-solving, family roles and responsibilities, and current issues in life management. FCS 142A, B, and C may be taken one time each. R A 2

FCS 189
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

FCS 289
SPECIAL TOPICS
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Fine Arts
FA 27
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.

Foods and Nutrition
FN 50
FUNDAMENTALS OF NUTRITION
A comprehensive analysis of the principles of nutrition and their relationship to health throughout the life cycle. Essential nutrients and their functions and sources will be covered as well as dietary guidelines and current recommendations. Recent developments in nutrition research are explored.

FN 64
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, over-consumption of foods, food fads and faddleness, nutrient needs, nutrient supplements, vegetarian diets and other related circumstances in a one person household. Emphasis is placed on the relationship of nutrition and diet choices to health, use of nutrition information as to its validity and application.

FN 110
MODERN FOOD PREPARATION
Practical experience in food preparation techniques as well as an investigation of scientific principles involved. Emphasis is placed on ingredient selection and interaction, technique and production standards, food safety and sanitation, nutrient values and food presentation.

FN 120
CONTEMPORARY MEALS
Planning, 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 life styles.

FN 140
INTERNATIONAL FOODS
Emphasizes regional, ethnic, cultural, religious, historical, and social influences on food patterns and cuisines. Laboratory experience with foods from many cuisines will be stressed as well as professional and commercial applications. R E 3

FN 142
CLASSICAL CUISINE
Mastery of techniques in menu planning, preparation, presentation, and service of fine cuisine. Professional and commercial applications as well as culinary career's will be explored. R E 3

FN 160
NUTRITION, WEIGHT MANAGEMENT, AND EATING DISORDERS
Covers sound principles of weight management and nutritional concerns of eating disorders. Investigations and evaluations of weight-control methods, food fads and fadditudes, basic nutritional needs, and recommended lifestyle changes will be emphasized. Current approaches to nutritional and treatment of eating disorders will be covered. Emphasis will be given to how the professional nutrition and eating disorder counselors utilize this information on the job.

FN 161
NUTRITION FOR HEALTH OCCUPATIONS
Examines the essential nutrients and the basic dietary guidelines. Included will be the application of nutrition to the stages of the life cycle; nutrition-related health conditions, basic principles of therapeutic nutrition, ethnic influences on diet, and guidelines for evaluating nutrition information as to its validity and application.

FN 162
NUTRITION AND MEAL PLANNING FOR ONE OR TWO
Practical information relating to nutritional needs of mature and older adults and ways to achieve maximum nutrition with limited finances, equipment, time, and other related circumstances in a one or two person household. Emphasis is placed on the relationship of nutrition and diet choices to health, use of nutrition guides, and application of principles involving nutrient-retention in foods in simplified meal-planning and preparation.

FN 164
SPORTS NUTRITION
Overview of basic nutrition concepts for individuals interested in sports, fitness, and health. Emphasis on current nutrition practices related to athletic performance. Covers energy nutrient intake, hydration, specific activity recommendations, and applications. R E 3
FN 222  CHINESE FOODS  2/1/3
Investigate the many regional cuisines of China, including Szechwan/Hunan, Peking/Mandarin, Cantonese, and Shanghai/Fukien. Practical experience in preparing authentic Chinese dishes is an integral part of the course. Emphasis is on developing professional skills and techniques applicable to the commercial food industry.  R E 3

FN 223  ASIAN FOODS  2/1/3
Cuisines 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  MEXICAN FOODS  2/1/3
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  MEDITERRANEAN FOODS  2/1/3
The cuisines and cultures of the following Mediterranean countries are included in course study: 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, dressings, and desserts appropriate to the region.  R E 3

FN 228  ITALIAN FOODS  2/1/3
Theory and study of Italian cuisine. Regional and cultural differences are explored as to how they are represented in traditional specialties. 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  VEGETARIAN FOODS  2/1/3
Exploration of vegetarian food preparation and nutrition information including health benefits and recommendations for healthy food choices, planning, and use of specialized ingredients. Laboratory experience with a wide variety of cultural and ethnic foods will be stressed as well as professional applications.  R E 3

 FN 229  LITE CUISINE STRATEGIES  2/1/3
Practical information for establishing a lifelong eating plan for reaching and maintaining a healthy weight and good health. Laboratory experience in preparing low fat foods using improved food preparation methods. Emphasis will be placed on identifying the less desirable components of recipes and modifying or substituting them with more healthful ingredients.  R E 3

FN 236  AMERICAN REGIONAL FOODS  2/1/3
Culinary history and survey of major influences and origins of American foods. Regions covered include the Northeast, Southern, Middle America, Pacific Northwest, Southwest and California. A unique cuisine has been created from the contributions of Native Americans and many immigrant groups. This diverse culinary heritage will be investigated through hands-on preparation of traditional regional foods.  R E 3

FN 240  INTRODUCTION TO CULINARY ARTS  2/1/3
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  BREAKFASTS, LUNCHES, AND GARDE-MANGER  1/5/1.5
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  BAKING BASICS  2/1/3
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  SPECIALTY AND SAVORY BAKING  2/1/3
Recommended Preparation: FN 244. Emphasis on specialty and advanced baking skills, techniques, methods and presentation. Hands-on production of creative breads, pastries, cakes and fillings integrated with savory culinary accompaniments from international cuisines. Nutrition principles as applied to baking will be included.  R E 3
**Courses**

**French**

**FR 1**

**ELEMENTARY FRENCH**

Corequisite: FR 999A

Recommended Preparation: College level reading ability

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. Equivalent to two years high school French.

**FR 1A**

INTRODUCTORY ELEMENTARY FRENCH

Corequisite: FR 999A

Recommended Preparation: College level reading ability

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. FR 1A is equivalent to the first half of FR 1. Combination of FR 1A and FR 1B is equivalent to two years high school French.

**FR 1B**

CONTINUING ELEMENTARY FRENCH

Corequisite: FR 1A or one year of high school French

Recommended Preparation: FR 999A

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. FR 1B is equivalent to the second half of a regular elementary language course. Upon completion, students may enroll in FR 2. Combination of FR 1A and FR 1B is equivalent to two years of high school French.

**FR 2**

ELEMENTARY FRENCH

Prerequisite: FR 1 or FR 1B or two years of high school French

Corequisite: FR 999A

Designed to further the fundamentals of communicative competence in daily spoken French. Although the focus remains on listening comprehension and speaking, reading and writing skills will be expanded. This course continues the familiarization with customs and cultural achievements begun in the previous semester.

**FR 3**

INTERMEDIATE FRENCH

Prerequisite: FR 2 or three years of high school French

Corequisite: FR 999B

Reviews the fundamentals with further study of the French language and culture.

**FR 4**

INTERMEDIATE FRENCH

Corequisite: FR 999A

Recommended Preparation: College level reading ability

Designed to develop the development of fluency in the skills needed to communicate in French. Further study of cultural topics.

**FR 5**

ADVANCED FRENCH

Corequisite: FR 2

Recommended Preparation: FR 4

Offers a brief survey of French literary movements, stressing written and oral reports based on French readings and films. Provides students the opportunity to work for accuracy and fluency at the verbal level. In addition, opportunities for advanced composition and intensive use of practical idioms are included.

**FR 10**

INTERMEDIATE CONVERSATIONAL FRENCH

Corequisite: FR 2 or three years of high school French

Designed to develop fluency in English. The emphasis is on both formal and informal expression and conversation in the language.

**FR 20**

INTRODUCTION TO FRENCH CIVILIZATION

Corequisite: FR 1

Recommended Preparation: FR 2 or three years of high school French

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. FR 1B is equivalent to the second half of a regular elementary language course. Upon completion, students may enroll in FR 2. Combination of FR 1A and FR 1B is equivalent to two years of high school French.

**FR 21**

INTRODUCTION TO FRENCH LANGUAGE AND CULTURE

Corequisite: FR 1

Recommended Preparation: College level reading ability

Traces the development of French culture from Roman period to modern times. Conducted in French.

**FR 211**

FRENCH FOR BUSINESS PURPOSES

Recommended Preparation: FR 1 and 2

Concentrates on practical, commercial, technical, and business-related French. Designed for the particular needs of American business students and employees who intend to work, or are already working, in international business.

**FR 250**

PRACTICAL FRENCH

Recommended Preparation: FR 1 and 2

Concentrates on practical, commercial, technical, and business-related French. Designed for the particular needs of American business students and employees who intend to work, or are already working, in international business.

**SPECIAL TOPICS**

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course.

**FR 189**

SPECIAL TOPICS

Recommended Preparation: College level reading ability

Designed to develop the fundamentals of communicative competence in daily spoken French. Early reading and writing skills will be introduced, as well as fundamental aspects of culture. Early reading and writing skills will be expanded. This course continues the familiarization with customs and cultural achievements begun in the previous semester.

**FR 254**

PRACTICAL FRENCH

Recommended Preparation: FR 1 and 2

Concentrates on practical, commercial, technical, and business-related French. Designed for the particular needs of American business students and employees who intend to work, or are already working, in international business.

**FR 274**

THE LANGUAGE OF SPEECH AND SONG

Improved pronunciation in French, Italian, and German for music and non-music majors. Enables students to recognize and pronounce their respective sound and intonation patterns. Includes translation of texts and application to students' vocal and spoken repertoire. Also listed as MUS 274. Credit given in either area, not both.
FIELDWORK
ADVANCED APPLICATIONS—INTERNSHIP & GEOGRAPHIC INFORMATION SYSTEMS (GIS)

GEOG 110 2/1/2
INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)
Prerequisite: GIS 110
Intermediate GIS course prepares students for advanced geographic analysis. Students will integrate geographic and spatial concepts into acquisition and creation of Geographic Information Systems (GIS), Global Positioning system (GPS) and varied data types, cartography, programming, and raster data. Laboratory exercises will allow students of various disciplines to explore the use of GIS in their fields. Also applicable to those already in the GIS field seeking additional skills. Also listed as GEOG 211. Credit given in either area, not both. (Formerly GIS 202)

GEOG 211 2/1/2
INTERMEDIATE GEOGRAPHIC INFORMATION SYSTEMS (GIS)
Prerequisite: GIS 110
Introduces students to advanced topics, techniques, and analysis in Geographic Information Systems (GIS). Students will retrieve and apply data in their chosen business or academic area of interest. (Formerly GIS 203) Communications

GEOG 38 3/3/0
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.

GEOG 102 1/.5/1.5
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

GEOG 103 1/.5/1.5
DESERT REGIONS OF CALIFORNIA AND THE WESTERN UNITED STATES
A lecture and laboratory course to study the physical and cultural geography of desert areas of California and the western United States. Locations may include, but are not limited to, Death Valley, Grand Canyon, and eastern Mojave. Thematic emphasis and course content will vary depending on location.

GEOG 104 1/.5/1.5
MOUNTAIN AREAS OF CALIFORNIA AND THE WESTERN UNITED STATES
A lecture and laboratory course to study the physical and cultural geography of mountain areas of California and the western United States. Locations may include, but are not limited to Yosemite, Sequoia, the Sierra Nevada, and the Coast Ranges. Thematic emphasis and course content will vary depending on location.

GEOG 105 1/.5/1.5
COASTAL AREAS OF CALIFORNIA AND THE WESTERN UNITED STATES
A lecture and laboratory course to study the physical and cultural geographic aspects of coastal areas of California and the western United States. Locations may include, but are not limited to, Morro Bay, Big Sur, Monterey, Oregon, and the Coast Ranges. Thematic emphasis and course content will vary depending on location.

GEOG 110 2/1/2
INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)
Recommended Preparation: CIM 174A
Provides conceptual overview of Geographic Information Systems (GIS). Coursework based on the mapping and spatial analysis capabilities of desktop GIS software. Students are introduced to the tools and techniques of GIS, including data management and manipulation, analysis, cartographic presentation, and basic GIS programming fundamentals. Applications can be applied to various disciplines, including geography, geology, biology, marketing, business, and planning. Also listed as GIS 110. Credit given in either area, not both.
GEOL 189
SPECIAL TOPICS
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GEOL 211
INTERMEDIATE GEOGRAPHIC INFORMATION SYSTEMS (GIS)
Prerequisite: GEOL/GIS 110
Intermediate GIS course prepares students for advanced geographic analysis. Students will integrate geographic and spatial concepts into acquisition and creation of Geographic Information Systems (GIS), Global Positioning System (GPS) and varied data types, cartography, programming, and raster data. Laboratory exercises will allow students of various disciplines to explore the use of GIS in their fields. Also applicable to those already in the GIS field seeking additional skills. Also listed as GIS 211. Credit given in either area, not both.

GEOL 289
SPECIAL TOPICS
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GEOL 2
HISTORICAL GEOLOGY
Recommended Preparation: GEOL 1 or 20
A study of the physical and biological aspects of the evolution of the earth. The history and origin of the earth’s continents, oceans and atmosphere; origin and evolution of life; global tectonics; methods and concepts utilized in deciphering the geologic records. Field trips may be required to fulfill the objectives of this course.

GEOL 3
GEOLGY OF CALIFORNIA
A study of California’s geological provinces and their direct effect on the human history of the state. How the San Andreas Fault system, other earthquake faults, volcanoes, mountain ranges, glacial valleys, and other geological features relate to and influence our life in this state. How our energy resources and recreation are directly related to the geology of the state. Field trips may be required to fulfill the objectives of this course.

GEOL 4
EARTH, WIND AND FIRE: GEOLOGIC HAZARDS
Examines how human evolution, society, culture, and even where we choose to work and live, are dictated by geologic hazards. The entire time scale from formation of the universe to the present Earth system will be considered. The physical processes causing earthquakes, volcanic eruptions, tsunamis, floods, windstorms, and asteroid impacts will be described, along with the role played by these random, rapid processes in the geological and biological evolution of the planet.

GEOL 5
MARINE GEOLOGY
Recommended Preparation: GEOL 1 or 20, or MS 20
Students will study the geological aspects of oceanography. Topics will include the geology of the ocean basins and continental margins, with emphasis on their formation, evolution, morphology, sediments and resources. Attention will be given to laboratory and field techniques. Field trips will be required.

GEOL 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 7
WEATHER AND CLIMATE
A survey course in meteorology, emphasizing atmospheric composition and variability as well as interactions between atmosphere, oceans and continents to produce our weather. Includes the terminology and tools that meteorologists employ to observe, study, and predict storm systems, storm fronts, thunderstorms, tornadoes, and wind-driven ocean waves. Current topics such as air pollution and climate change will also be addressed.

GEOL 20
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 21
THE SOLAR SYSTEM
Why do we explore? Is life unique to Earth? This course will be a detailed study of the origin and evolution of our solar system, from the beginning to the present, as deduced from sampling, remote sensing, exploration, imagery, and theory. We will discuss and compare composition; tectonics; volcanism; surface processes; and atmospheric and thermalevolution of Earth, the moon, terrestrial, and jovian planets and their satellites. Additional topics will include meteorite and comet impacts and the possible existence of life elsewhere in the solar system. Field trips may be required to fulfill the objectives of this course. Also listed as ASTR 21. Credit given in either area, not both.

GEOL 23
ENVIRONMENTAL GEOLOGY
How the earth affects man and man affects the earth. Includes environmental studies into the problems related to earthquakes, volcanism, floods, landslides, the shoreline, energy resources and pollution. Principles of sound planning for human use of the planet earth. Field trips may be required to fulfill the objectives of this course. Also listed as ENV 23. Credit given in either area, not both.

GEOL 110
GEOLGY OF THE NATIONAL PARKS
A survey course of the National Parks of the United States with an emphasis on how the geology of each park reflects the geologic growth and development of the North American continent.
GEM S AND MINERALS

GEOL 162 2/1/3

GEODES AND MINERALS

Designed for the beginning rockhound or amateur mineral collector who wants to become familiar with gems and minerals. Includes the fundamentals of mineral identification and use of mineral keys. Simple physical and chemical tests are introduced along with a demonstration of chemical and spectroscopic analysis.

GEOL 170 2 or 4/1 or 2/3 or 5

GEOL 179 1/5/1.5

GEOMETRY FIELD STUDIES: KING’S CANYON-SEQUOIA

Studies the origin, evolution, and geology of the Kings Canyon/Sequoia Parks and adjacent areas. Thematic emphasis and course content will vary. Scheduled to minimize conflict with other classes. Students in geology and earth sciences are encouraged to enroll.

GEOL 182 1/5/1.5

GEOMETRY FIELD STUDIES: COAST RANGE-MORRO BAY

Studies 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 1/5/1.5

GEOMETRY FIELD STUDIES: ANZA-BORREGO DESERT

Studies the origin, evolution, and geology of Anza-Borrego Desert 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 184 1/5/1.5

GEOMETRY FIELD STUDIES: LOS ANGELES-ORANGE-SAN DIEGO COUNTY

Studies the origin, evolution, and geology of Los Angeles, Orange, and San Diego counties and adjacent areas. Thematic emphasis and course content will vary. Scheduled to minimize conflict with other classes. This course may be taught on successive days or spread out over the length of the semester by taking several weekend trips. Provides students with an understanding of geological processes and develops scientific skills and thought.

GEOL 185 1/5/1.5

GEOMETRY FIELD STUDIES: YOSEMITE

Studies the origin, evolution, and geology of Yosemite 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 189 .5-4/1/5-4/5-9

SPECIAL TOPICS

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

GER 1 5/5/0

ELEMENTARY GERMAN

Corequisite: GER 999A
Recommended Preparation: College-level reading ability
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. Equivalent to two years high school German.

GER 2 5/5/0

ELEMENTARY GERMAN

Prerequisite: GER 1 or 1B or two years of high school German
Corequisite: GER 999A
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 3 5/5/0

INTERMEDIATE GERMAN

Prerequisite: GER 2 or three years of high school German
Corequisite: GER 999B
Reviews the fundamentals and provides further study of the German language and culture.

GER 4 5/5/0

INTERMEDIATE GERMAN

Prerequisite: GER 3 or four years of high school German
Corequisite: GER 999B
Concentrates on the development of fluency in the skills needed to communicate in German. Further study of cultural topics.

GER 10 3/3/0

INTERMEDIATE CONVERSATIONAL GERMAN

Prerequisite: GER 2 or three years of high school German
Corequisite: GER 999B
Designed to develop fluency in German. The emphasis is on both formal and informal expression and conversation in the language. R E 3

GER 211 3/3/0

GERMAN FOR BUSINESS PURPOSES

Recommended Preparation: GER 1 and 2
Concentrates on practical, commercial, technical, and business-related German and is designed for the particular needs of American business students and employees who intend to work, or are already working in international business. R E 3
GER 101
FUNDAMENTALS OF AGING
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.

GER 110
PSYCHOLOGY OF AGING
Examines the psychodynamics of aging as related to human development in the adult years and focuses 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. Provider-approved by the California Board of Registered Nursing. Provider Number CEP 60 for 24 contact hours.

GER 115
SOCIOLOGY OF AGING
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. Provider-approved by the California Board of Registered Nursing. Provider Number CEP 60 for 24 contact hours.

GERO 201
CAREGIVER TRAINING I
Examines the role of home health care providers and focuses on home health care services, ethics, client rights, and documentation. Covers basic medical knowledge including anatomy and physiology. Emphasis placed on infection control and common diseases. Introduces principles of client observation, reporting, and recording, communication, and psychosocial issues. Also listed as HS 201. Credit given in either area, not both.

GERO 202
CAREGIVER TRAINING II
Examines the role of home health care providers and focuses on personal care, nutrition, and special care needs. Examines basic medical knowledge including bladder and bowel care, incontinence, nonsterile dressings, and ostomy care. Examines principles of skin care, safety, and therapeutic exercise. Emphasis placed on special care skills, rehabilitation, cleaning, and care tasks in the home. Also listed as HS 202. Credit given in either area, not both.

GERO 203
CAREGIVER CLINICAL TRAINING
Recommended Preparation: GERO/H S 201 and 202
Provides students with the opportunity to apply caregiving theory and clinical skills in acute care facilities, private duty, board and care homes, and private homes through supervised clinical experience. Also listed as HS 203. Credit given in either area, not both.

GERO 204
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

GERO 289
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3
GC 151 3/2/3
DESKTOP PUBLISHING
Information and hands-on learning with various word processing, graphics, and desktop publishing software using computers, laser printers and storage devices to prepare publications for printing.

GC 152 3/2/3
ADVANCED DESKTOP PUBLISHING
Recommended Preparation: GD 147, GC 151
Advanced information and hands-on learning with various word processing, graphic, and desktop publishing software. Use Macintosh computers, printers, and typesetters emphasizing concept to camera-ready copy.

GC 153 3/2/3
DESKTOP MULTIMEDIA PRODUCTION
Recommended Preparation: GD 147, 150, GC 151
Introduction to multipurpose presentation programs for the Macintosh. Techniques using graphics software to provide the means to manipulate pictures, text, diagrams, animation, sound, or live video for presentation purposes on web or film.

GC 154 3/2/3
DESKTOP PRE-PRESS
Recommended Preparation: GC 151, GD 151, GD 163
Introductory course for students interested in the Macintosh computer's capabilities, along with digital printers, to output pre-press information including color separation. Study production techniques as they relate to the computer and its output devices. Scanning images for correct output DPL is covered.

GC 170 3/2/3
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 189 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

GC 195 3/1/4
GRAPHICS PRODUCTION
Recommended Preparation: GC 101
Course for advanced graphics student who requires actual production experience or additional training in a given area. Student skills will be enhanced by actual hands-on experience in the production of graphics in computer graphics, graphic communications, design, or illustration/animation. R E 3

GC 289 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. 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; and 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 given in either area, not both.

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, over-wraps, 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 typography. Course includes discussing and practicing type styles and characteristics, construction and development of type styles, familiarization with spacing techniques, and relationships and knowledge of tools, including computers and terminology. Also listed as ART 144. Credit given in either area, not both.

GD 145 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, and limited and full color in all mediums. Also listed as ART 145. 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 software programs 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
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 such as Photoshop, Illustrator, QuarkXpress and Pagemaker.

GD 149 3/2/3
DESKTOP PAINT & ILLUSTRATION
Recommended Preparation: GD or ART 140, 145, GD 147
Exploration of Paint, Photoshop and Illustrator software on the Macintosh computer. Work in black and white as well as color. Intended for those with experience in art and design.

GD 150 3/2/3
DESKTOP VIDEO AND ANIMATION
Recommended Preparation: GD or ART 140, GD 147, 149
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, illustrators and animators to breathe life into storyboards with sound and visual effects. Graphic artists can create digital images for clients to disk, web and film.
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**Health Sciences**

**Health**

**HLTH 1**

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**

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. R 99

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**Additional Courses**

- **ACCT 220**
- **STANDARD FIRST AID**
- **COMMERCIAL ART PRODUCTION**
- **GRAPHIC DESIGN**
- **AIRBRUSH TECHNIQUES**
- **HEALTH EDUCATION**
- **THE PHYSIOLOGICAL EFFECTS OF ALCOHOL AND DRUGS**
- **BPAD**
- **ADVANCED CARDIAC LIFE SUPPORT**

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**Courses**

**Course Prefix**

**Course Number**

**Title**

**Units**

**Week Hours Per Week**

**Notes**

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**Course**

**Units**

**Repeatability model and number of repeats**

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**Health Sciences**

**HLTH 1**

**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, and 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. R 99

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**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.

**HSC 102**

**COMPREHENSIVE HEALTH ASSESSMENT**

Recommended Preparation: N 172

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.

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**Health Sciences**

**HSC 217**

**CARDIAC DYSRHYTHMIAS**

Recommended Preparation: N 172

Emphasizes cardiac function, normal and abnormal heart rhythms, causes of dysrhythmias, and interpretation of monitoring equipment printouts. Provider-approved by the California Board of Registered Nursing, Provider Number CEP 60, 30 contact hours.

**HSC 222**

**BASIC LIFE SUPPORT/CPR FOR HEALTHCARE PROVIDERS**

Provides instruction, practice, and return demonstration of CPR and obstructed airway management techniques. This includes one- and two-rescuer resuscitation techniques for adults, children, and infants. Includes a brief review of basic anatomy and physiology of the circulatory and respiratory systems. Recognition of cardiopulmonary emergencies, myocardial infarction, stroke, and airway obstruction will also be discussed briefly. Satisfactory completion of the course will provide an American Heart Association Health Provider Basic Life Support course completion card. R 99

**HSC 223**

**BASIC LIFE SUPPORT/CPR FOR HEALTHCARE PROVIDERS RENEWAL**

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. R 99

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**Health Sciences**

**HSC 226**

**ADVANCED CARDIAC LIFE SUPPORT**

Recommended Preparation: Current BLS Healthcare Provider completion card or equivalent

Provides healthcare students with critical assessment and management skills to treat adults with cardiac arrest, respiratory arrest, and stroke. Provider-approved by the California Board of Registered Nursing, Provider Number CEP 60, 30 contact hours. R 99

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**Courses**

**Course Prefix**

**Course Number**

**Title**

**Units**

**Week Hours Per Week**

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**Notes**

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CARE PERSONNEL

COMPUTER APPLICATIONS FOR HEALTH-PROCEDURES

PHLEBOTOMIST/LABORATORY ASSISTANT

HSC 264

SKILLS LAB— SPECIALTIES

Recommended Preparation: N 172. 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

SKILLS LAB— ADVANCED

Recommended Preparation: N 173 and N 174. Includes demonstration and practice of manual skills and procedures necessary for the student at the advanced medical-surgical level. Open-entry/open-exit. Offered credit/no credit only. R E 3

HISTORY

WORLD HISTORY TO 1750

A survey of major themes and events in world history from the earliest civilizations to 1750. Emphasis will be placed on the rise of ancient Egypt, Greece, and Rome; the early Indian, Chinese, Latin American, and African empires; and European expansionism and global encounters.

WORLD HISTORY FROM 1750

A survey of major themes and events in world history from 1750 to the present. Emphasis will be placed on the Atlantic slave trade and slavery in the Americas, late 18th and early 19th century political revolutions, the Industrial Revolution, imperialism and colonialism, and 20th century nationalist movements and revolutions.

SOCIAL AND ECONOMIC HISTORY OF THE UNITED STATES 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; and the creation of national economic institutions. Course may be offered by mediated mode of instruction.
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**HIST 8**
SOCIAL AND ECONOMIC HISTORY OF THE UNITED STATES, 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 captains of industry; the Great Depression; the wartime economy and the military-industrial complex; emergence of the "mixed" economy; and theories of political economy. Course may be offered by mediated mode of instruction.

**HIST 9**
DIPLOMATIC HISTORY OF THE UNITED STATES

A historical study of the diplomatic development of the United States from the colonial period to the present. Emphasis on international and diplomatic causes and effects of historical events.

**HIST 10**
The United States in the Far East

An in-depth study of the United States' historical involvement in the Pacific Ocean and the Far East. A detailed study of the early explorations in the Pacific area; the principal social, cultural, and political institutions of Far Eastern countries, past and present relations of the United States in the Far East.

**HIST 11**
PERSPECTIVES OF PEACE STUDIES

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 by mediated mode of instruction.

**HIST 12**
REVOLUTIONS AND REVOLTS

Examination of the origins, phases, and results of selected revolutions throughout modern world history. Analyze from a comparative perspective interpretations of the causes; phases; results of the revolutions; and how issues of gender, race, and class shaped these revolutions.

**HIST 15**
The Vietnam War

A study of the Vietnam War, including an examination of how the United States became involved, how this war was waged, and reactions to the policy in the United States and within the international community. An analysis of the legacies of the Vietnam conflict will be covered as America confronts world problems today.

**HIST 16**
History of the United States to 1876

History of the United States from its colonial origins through the period of the Reconstruction, in terms of cultural, economic, political, and social developments as influenced by geographical and cultural expansions and sectional conflicts. Course may be offered by mediated mode of instruction.

**HIST 17**
History of the United States Since 1876

Focuses on 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**
United States Since 1945

Survey of the United States and its world relationships following 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 Persian Gulf War.

**HIST 20**
ETHNIC CULTURES OF THE UNITED STATES

A general overview of the sociological, psychological, and historical background of selected ethnic groups in the United States. Also listed as SOC 20. Credit given in either area, not both.

**HIST 21**
Women in United States History: A Multicultural Perspective

A survey of U.S. women’s history from the 18th century to the present. Focus will be placed on uncovering the similarities and differences in the historical experiences of women based on their class, racial, and ethnic identity. Concentration is on the changing roles of women in the family, community, labor force, and political system, and exploration of the evolution of gender roles and identities.

**HIST 22**
Basic United States History

Survey of American history and interpretation of institutions from the colonial period to the present. Course may be offered by mediated mode of instruction.

**HIST 25**
History of American West

A study of events and historical processes that unfolded in the region between the Mississippi River and the Pacific Ocean, beginning with American Indian groups and their encounters with non-Indians and continuing through the American conquest to the present.

**HIST 27**
Latin America: Pre-European to Independent Nationhood

A survey of the heritage of Latin America from a cradle of civilization in the pre-European era to the beginning of nationhood. The course will emphasize the political, economic, cultural, and social history of this period. The student will be introduced to pre-European America, the Iberian background, European conquest and dominance, the movements to end European dominance, and the creation of Latin America.

**HIST 28**
Latin America: Nationhood to Contemporary Latin America

A survey of the political, economic, cultural, and social history of Latin America. The course will review the development of Latin American nations since independence from European colonialism. The course will also survey the relationship of Latin American nations with the rest of the world, with special emphasis on relations with nations of the Western Hemisphere.

**HIST 30**
History of Mexico

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.
HIST 31  4/2/4
MEXICAN CIVILIZATION
A survey of the life and culture of Mexico enabling the student to examine the prehistoric, classical and new civilization periods of Mexico. An examination of artifacts, sculpture, architecture, weaving, painting, ceramics, and historic documents and memorabilia. Class will include orientation period to acquaint student with background and knowledge. Orientation will be followed by travel and study in Mexico. Field trips required.

HIST 32  3/3/0
CALIFORNIA HISTORY
Historical heritage and development of California, with emphasis on economic, political and social factors which have influenced development from the pre-Spanish period to the present.

HIST 33  3/3/0
THE POLITICAL/SOCIAL HISTORY OF THE CHICANAS/OS
Considers the principal developments in Chicanas/os 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 Chicanas/os community; and Chicanas/os contributions to the development of American society.

HIST 40  3/3/0
ENGLISH HISTORY TO 1688
A survey of English history from the Roman conquest to the Glorious Revolution of 1688. Emphasis is placed on the Tudor and Stuart monarchs, especially Henry VIII and Elizabeth the Great.

HIST 41  3/3/0
ENGLISH HISTORY SINCE 1688
Focuses on English history from the Glorious Revolution to the present with emphasis on the transition from aristocratic government to parliamentary democracy, and the rise and decline of the British Empire.

HIST 60  3/3/0
RUSSIAN HISTORY AND CULTURE
Survey of Russian history from the 10th to the end of the 19th Century, with special emphasis on the 19th Century and the intellectual currents which would support either peaceful modernization or violent revolution. Understanding of Russian historical development is improved by greater awareness of her cultural characteristics. Examines various aspects of Russian culture, religion, customs, literature, and art.

HIST 61  3/3/0
HISTORY AND POLITICS OF RUSSIA: SOVIET PERIOD TO THE PRESENT
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 collapse of the Soviet Union and the new status of former Soviet republics. Also listed as PS 61. Credit given in either area, not both.

HIST 62  3/3/0
EUROPEAN HISTORY TO 1650
Survey of the historical developments of Europe from the Ancient Mediterranean to 1650. Includes an overview of the economic, political, social, cultural, and scientific developments from the emergence of the Greek Empire to the Thirty Years War.

HIST 63  3/3/0
EUROPEAN HISTORY SINCE 1650
Survey of the historical developments of Europe from the Age of Absolutism to the present. Includes an overview of political, social, cultural, and scientific developments from the era of 17th Century nation building to the present.

HIST 70  3/3/0
HISTORY OF ASIA TO 1800
Survey of major social, religious, political, economic, and cultural traditions of Asia to 1800. Emphasis is placed upon the historical development of India, China, Japan, and Southeast Asia.

HIST 71  3/3/0
HISTORY OF ASIA SINCE 1800
A continuation of History of Asia to 1800, with an emphasis upon the problems associated with modernization, adaptation, and cultural change since 1800.

HIST 72  3/3/0
HISTORY OF CHINA
A survey of the history of China from Ancient Era to the present. Social, political, geographic, economic and cultural aspects of development will be covered.

HIST 74  3/3/0
HISTORY OF THE MIDDLE EAST TO 1800
A survey of the cultural, economic, and political history of the Middle East from Ancient Era to 1800 C.E. with an emphasis on the rise, spread, and development of Islam. Explores how Islam developed out of earlier Middle Eastern societies and built upon those continuities, and examines the expansion and development of Islam and its interaction with pre-Islamic Middle Eastern societies and the West until 1800 A.D.

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 given in either area, not both.

HIST 80  3/3/0
INTRODUCTION TO CONTEMPORARY AFRICA
A survey of African history from ancient Egypt to the present. Focus will be on the nature of early African empires and societies, the impact of the slave trade, responses to imperial conquest and colonial rule, the rise of nationalist movements and the regaining of political independence, and the contemporary challenges facing post-colonial African states and peoples. Also listed as PS 80. Credit given in either area, not both.

HIST 81  3/3/0
AFRICAN AMERICAN HISTORY
Focuses on African American history. Emphasis will be placed on the African peoples’ experiences in the United States. Included will be discussion of African-American leaders from 1619 to the present, special epochs, and trends. Covers factors that influenced the changes of attitudes of and towards African Americans.

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. 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 dating the finds. Identifies, discusses categories of Qumran literature. Covers leading theories of the identity of the Qumran community. Examines the relationship of the Scrolls to the modern Hebrew Bible and the New Testament. Covers current major controversies in Qumran scholarship; provides sources for keeping abreast of it. Honors Program Course. R E 3
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**Horticulture**

**INTRODUCTION TO LANDSCAPE DESIGN**
An introductory course in ornamental planting design. 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.

**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.

**PLANT MATERIALS-TREES AND SHRUBS**
An introductory course in ornamental trees and shrubs identification. Growth characteristics and cultural requirements will be studied. Field trips may be required to fulfill the objectives of this class.

**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. Field trips may be required to fulfill the objectives of this class.

**ORNAMENTAL NATIVE PLANTS**
Studies California native plants suitable for landscape use. Emphasizes the identification of plants, cultural requirements for their use in the landscape, and the ecology of the plants in nature. Special attention will be placed on solving landscape problems using native and drought-tolerant plants. Field trips may be required to fulfill the objectives of this class.

**LANDSCAPE CADD**
Recommended Preparation: HORT 130
An introduction to the use of computer-aided drawing and drafting (CADD) applications in landscape design; covers applications in computer mapping and graphics, planting design, and landscape development according to industry standards. Field trips may be required to fulfill the objectives of this course.

**INTEGRATED PEST MANAGEMENT**
Pest recognition and the methods of environmentally acceptable control in the landscape, nursery, and home will be studied. Insects, spider mites, weeds, fungi, bacteria, viruses, nematodes, and vertebrates are included.

**HISTORY OF LANDSCAPE DESIGN**
A study of landscape design from its beginnings to the present emphasizing the period after 1400. Includes Italian, French Renaissance, English natural period, and Oriental gardens to the development of American gardens. Field trips may be required to fulfill the objectives of this course.

**IRRIIGATION SYSTEMS**
An introductory irrigation-systems course with emphasis on landscape, nursery and greenhouse system design, installation, maintenance, and repair. Field trips may be required.

**TURF-GRASS PRACTICES**
Study of turf-grass practices emphasizing turf-grass maintenance, irrigation, aeration, fertilizing, diseases, insects and weeds; mechanical equipment and production of major turf grasses in California; application to golf courses, parks, schools and private property. Field trips may be required to fulfill the objectives of this course.

**PLANT MATERIALS-TREES AND SHRUBS**
A study of landscape design from its period after 1400. Includes Italian, French Renaissance, English natural period, and Oriental gardens to the development of American gardens. Field trips may be required to fulfill the objectives of this course.

**WEED IDENTIFICATION**
Identification of common weeds found in Southern California, their growth patterns, and how to control them.
HORT 160 1.5/1.5
NATIVE ORNAMENTAL PLANTS/MORRO BAY
A field course studying native plants in 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, and planting and pruning methods.

HORT 161 1.5/1/1
HORTICULTURE FIELD STUDIES GRAND CANYON AND ADJACENT AREAS
A field course studying native plants in Grand Canyon National Park and adjacent areas that can be used in human environments. Emphasizes alpine plant communities; plant biogeography; plant succession; plant classification and identification; plant care, needs, and tolerances, as well as soil preferences.

HORT 162 1.5/1.5
HORTICULTURE FIELD STUDIES - YOSEMITE
A field course studying native plants in Yosemite National Park and adjacent areas that can be used in human environments. Emphasizes foothill and yellow pine plant communities; plant biogeography; plant succession; plant classification and identification; plant care, needs, and tolerances, as well as soil preferences.

HORT 163 1.5/1/1
HORTICULTURE FIELD STUDIES SEQUOIA NATIONAL PARK
A field course studying native plants in Sequoia National Park and adjacent areas that can be used in human environments. Emphasizes white fir and redwood plant communities; plant biogeography; fire succession, plant classification and identification, plant care, cold and snow tolerances, as well as soil preferences.

HORT 164 1.5/1/1
HORTICULTURE FIELD STUDIES ZION NATIONAL PARK
A field course studying native plants in Zion National Park 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 165 2.5/1.5/2
HORTICULTURE FIELD STUDIES NATIONAL PARKS OF THE SOUTHWEST
A field course studying native plants in the National Parks of the Southwest 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 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

HORT 208 2/1.5/1.5
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 209 2/1.5/1.5
ADVANCED FLORAL DESIGN
Recommended Preparation: HORT 208
Advanced techniques in design and composition of floral arranging for the vocational floral student. Emphasis is placed more on complicated lines (Western, European, and Eastern), bridal work, and party work. Retailing practices, pricing techniques, and field trips will be included. Detailed instruction and demonstration of arrangements will be followed by individual design time for execution of take-home projects. R E 2

Human Development

HD 101 3/3/0
OBSERVATIONS OF YOUNG CHILDREN
Recommended Preparation: PSYC 7
Observations of early childhood programs for the child from infancy to five. 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.

HD 112 3/3/0
EXCEPTIONAL CHILDREN
An introduction to special education. This course offers a survey and study of various characteristics of exceptional children. Ranging from the gifted and talented child to the severely retarded, this course will facilitate a better understanding of children with special needs. Also listed as SE 112. Credit given in either area, not both.

HD 120 3/3/0
CHILD GUIDANCE
An 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 3/3/0
CREATIVE ACTIVITIES IN CHILD DEVELOPMENT
Designed for the vocational floral student. Emphasis is placed more on complicated lines (Western, European, and Eastern), bridal work, and party work. Retailing practices, pricing techniques, and field trips will be included. Detailed instruction and demonstration of arrangements will be followed by individual design time for execution of take-home projects. R E 2

An 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 145 3/3/0
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 children’s literature. (DS 3)

HD 150 1/1/0
SCIENCE AND NUMBERS IN EARLY CHILDHOOD EDUCATION
Focuses on concept development in science and numbers for young children. Students learn to develop curriculum in early childhood education that is based on national standards and is appropriate for age and developmental level of the child. Includes strategies on working with numbers and developing a sense of inquiry in the child as a foundation for the child’s success in the primary grades. (DS 7)

HD 151 1/1/0
NUTRITION AND SAFETY FOR TEACHERS OF YOUNG CHILDREN
An overview of nutrition and safety for young children. Identification of the methods for implementing a safe early childhood environment including earthquake and disaster preparedness and planning and facilitating a sound nutritional program will be emphasized. (DS 7)

HD 160 3/3/0
CURRICULUM IN EARLY CHILDHOOD PROGRAMS
Prerequisite: HD 101, 131, 145, 150
Designing a curriculum that fosters the child’s competence in all areas of development. The approach to curriculum will be developmentally based aimed at fostering creativity, emotional health, social relationships, and cognitive skills. Topics covered will include planning, setting objectives, implementing and evaluating curricula, as well as observing and assessing the child.

HD 170 3/3/0
INTRODUCTION TO PERCEPTUAL-MOTOR DEVELOPMENT
A survey of perceptual motor skills, the sensory systems and the abilities of children and how they relate to the development of the self-concept and academic readiness. This course will explore movement education, visual and auditory perception, and teaching through sensory motor experiences. Students will participate in designing a program in movement education. Also listed as SE 170. Credit given in either area, not both.

HD 175 2/2/0
ADULT SUPERVISION IN EARLY CHILDHOOD/SCHOOL-AGE CENTERS
A study of the methods and principles of supervising student teachers, assistant 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 181 2/1/4
PRACTICUM/FIELD WORK (EARLY CHILDHOOD)
Prerequisite: HD 160 or concurrent enrollment in HD 160
Corequisite: CWE 168/169
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. May be offered by mediated mode of instruction.

HD 189 .5-.4/.5-.9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

HD 190 3/3/0
ADMINISTRATION OF SCHOOLS FOR YOUNG CHILDREN—PROGRAM
Prerequisite: HD 110, PSYC 7, SOC 15
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.

HD 191 3/3/0
ADMINISTRATION OF SCHOOLS FOR YOUNG CHILDREN-MANAGEMENT
Prerequisite: HD 110, PSYC 7, SOC 15
Designed to prepare administrators of schools for young children. Emphasis is on preliminary steps: start-up, licensing requirements, operational and on-going costs, record-keeping, managerial decision-making, time management, legal issues, regulations and requirements.

HD 201 3/3/0
PROFESSIONAL NANNY EDUCATOR
An introduction to the profession of the Nanny Educator. The practices, challenges, and opportunities for employment as an in-home educator will be emphasized. Students will develop an employment portfolio.

HD 213 1/1/0
FAMILY CHILD CARE AS A BUSINESS
Explores the business aspects of operating a family child care home. Special attention will be given to working effectively with parents, establishing and enforcing policies and procedures, and maintaining a strong client base. Taxes, insurance, record-keeping, subsidized care, and accreditation standards will also be addressed.

HD 215 1/1/0
ACTIVITIES AND ENVIRONMENTS FOR FAMILY CHILD CARE HOMES
Provides family child-care homes with specific ideas for indoor and outdoor environments as the basis for curriculum and care of infants and young children. Emphasis is on assessing and creating developmentally appropriate spaces for activities, routine care, storage, and record keeping, as well as providing for the providers’ families needs. Additional emphasis is on providing specific curriculum ideas in the areas of dramatic play, creative art, math, cooking, language, literature, and outdoor activities.

HD 266 1/1/0
CURRICULUM PLANNING FOR SCHOOL-AGE CHILD CARE
Takes an integrated approach to designing and implementing a developmentally-appropriate curriculum for school-age child-care programs. Includes techniques for the effective planning and implementation of activities which enhance creativity and promote social, emotional, physical, and cognitive development. This course applies toward state licensing requirements for school-age child care.
SPECIAL TOPICS
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Human Services

HS 37 INTRODUCTION TO CRIMINOLOGY
Theories of historical, social, cultural, genetic, psychological, economic, and political causative factors related to crime are covered. Emphasis is placed on the origin of laws, their relationship to law and society, the organization and functions of the criminal justice system, the impact of law, and the role of law to prevent future criminal behaviors. Focus is placed on the most relevant crime(s) within our culture and the related effects of social change.

HS 100 HUMAN SERVICES IN A CHANGING SOCIETY
History, philosophy, and development of thought in the field of social services in the context of an ever changing society. Designed to identify and analyze the relationship of primary helping services to societal issues in urban and rural America. Examines the impact of population changes on the delivery of human services.

HS 110 FIELD INSTRUCTION AND SEMINAR I
Provides field-instruction experience where students are placed in various agencies and organizations to learn through supervised participation the work of the agency. Emphasizes student growth in self-awareness and self-esteem, interviewing skills, connections, interrelations with other core courses, and introduction to agency and client systems.

HS 119 INTRODUCTION TO CRIMINAL JUSTICE SYSTEM
A broad overview of the American criminal justice system. Deals with the examination of criminals, victims, and the society in which they live. Emphasis is given to the criminal justice process, law enforcement, adjudication, post-conviction strategies, and juvenile justice. Also examines the entire spectrum of criminal justice and its components, from crime causation and police involvement to the trial process and corrections.

HS 120 HUMAN DEVELOPMENT IN THE SOCIAL ENVIRONMENT
Analyzes the developmental behaviors associated with each stage in human development and the way the social environment impedes or helps this development. Examples of disruptive influences on human development and the way human service occupations develop systems and services to minimize these disruptive influences.

HS 128 COMMUNITY-BASED CORRECTIONS
A highly interactive exploration of the knowledge, skills and relationships which constitute front-line work in community-based corrections, halfway houses, parole and probation supervision, diversion, youth advocacy and community programs. The student will acquire pertinent working knowledge of systems operating at the local and state level with regard to community-based programs and how to design and operate them.

HS 130 SPECIAL POPULATION ISSUES
Identifies the special problems, issues, and concerns of modern living to which helping professionals address themselves. Specifies the value base on which human-service programs are built and offers a beginning look at the historical issues involved in the intracultural socialization process. The focus will be on the socio-psychological dynamics of special population groups.

HS 140 GROUP LEADERSHIP AND GROUP PROCESS
An introduction to the dynamics of group 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.

HS 150 FIELD INSTRUCTION AND SEMINAR II
Provides field experience whereby students apply the values, concepts, and skills gained in other core courses to the process of helping others. The major emphases of this course are sharpening of skills, use of self in the helping process, group process and use of systems and community resources. R E 3

HS 160 INTRODUCTION TO VICTIMOLOGY
An overview of the problems of victimization, both violent and non-violent. Emphasis is placed on existing resources in the community and career opportunities available in the fields of victim services such as counseling crime victims, victim compensation, mediation, and support staff to the criminal justice system.
HS 161 3/3/0
CONFLICT RESOLUTION AND MEDIATION TRAINING
Background, development, and methodology of non-violent, non-litigious conflict resolution with emphasis on theory and practice of mediation. State-certified course designed to train individuals to be effective in resolving conflicts in family, community, educational, and workplace settings.

HS 170 3/3/0
ALCOHOL AND OTHER DRUGS IN OUR SOCIETY
Covers various theories of substance abuse and alcoholism, identification signs, and symptomatology. Treatment resources will be examined and “myths” of use will be dispelled. Students will learn a pragmatic approach to working with the “using” population. Provider-approved by the California Board of Registered Nursing, Provider Number CEP 60, for 30 contact hours.

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 reformative and the transformative. Current treatment modalities will be compared and contrasted in terms of their view of the individual in the social and clinical context. The class experience itself will serve as an intervention by challenging students to examine their existing ideas about treatment and recovery from dependency disorders. Provider approved by the California Board of Registered Nursing, Provider Number CEP 60, for 30 contact hours.

HS 172 3/3/0
PHYSIOLOGICAL EFFECTS OF ALCOHOL AND DRUGS
Focuses on physical and physiological effects of drugs and alcohol on the body. Also listed as HSC 172. Credit given in either area, not both. Provider-approved by the California Board of Registered Nursing, Provider Number CEP 60, for 30 contact hours.

HS 173 3/3/0
FAMILY COUNSELING: APPROACHES TO ALCOHOL PROBLEMS/DRUG ABUSE
Designed to explore methods of assisting significant others whose lives are affected by alcoholics and drug addicts. The approach will be to analyze and examine the ideas and dynamics of those relationships and to develop practice strategies for the worker who counsels these persons. The approach will be highly experiential in format and students will participate in exercises that will lead to the development of these skills. 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
Intervention and referral techniques are designed to familiarize the student with strategies for intervention in crisis situations. The approach 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 cultural-specific approaches, environmental risk reduction, and healthy alternatives to substance abuse will be presented and discussed.

HS 176 3/3/0
INTRODUCTION TO EATING DISORDERS
Introduces 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. May be offered by mediated mode of instruction.

HS 177 3/3/0
SUBSTANCE ABUSE: ADOLESCENT TREATMENT & RECOVERY
A course designed to explore current adolescent substance-abuse treatment and recovery strategies. Emphasis will be placed on physical, mental, psychological, emotional, and social growth issues as they relate to the abuse of drugs, eating disorders, and otheraddictions.

HS 178 3/3/0
MEDICAL ASPECTS OF EATING DISORDERS
Identifies classification, epidemiology, etiology, and physiology of obesity, anorexia, compulsive eating, and bulimia. The contemporary methods of assessment, treatment, and complicationsof obesity, anorexia, compulsive eating, and bulimia are to be examined. Provider-approved by the California Board of Registered Nursing, Provider Number CEP 60, for 30 contact hours. May be offered by mediated mode of instruction.

HS 180 3/3/0
THE BACKGROUND AND TREATMENT OF EATING DISORDERS
Addresses the assessment and diagnosis of functional treatment modalities across various settings, 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. May be offered by mediated mode of instruction.

HS 181 3/3/0
SELF-ESTEEM STRATEGIES IN HUMAN SERVICES
Designed for those considering a career in human services management. Theory and techniques are combined in this skills class to assist case managers, program directors, and others with goal setting and evaluation. Focuses on issues of self-esteem, concept formation, problem-solving and decision-making for clients and/or staff.

HS 182 3/3/0
JUVENILE VIOLENCE, GANGS, AND VICTIMIZATION
Reviews the history of juvenile violence in the United States to its present day escalation. Theories of causative factors related to genetics, social-cultural transmission, psychology, behavior, and substance abuse will be presented and assessed. The role of the juvenile justice system, gang cultures, and victimization will be examined. Additionally, pragmatic solutions for lowering juvenile violence will be addressed.
HS 189 SPECIAL TOPICS .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 a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

HS 190 INTRODUCTION TO THE HEALTH-CARE MARKETPLACE 3/3/0

Examines origins of managed care and employee-assistance programs and examines effectiveness of both systems. In addition, introduces students to networking, resource development, and entrepreneurship with focus on behavioral and chemical dependency health care.

HS 191 VIOLENCE IN THE FAMILY 3/3/0

Focus on 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 CEP 60, for 30 contact hours.

HS 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, reporting and recording, communication, and psychosocial issues. Also listed as GER 201. Credit given in either area, not both.

HS 202 CAREGIVER TRAINING II 2/2/0

Examines the role of home health 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. Also listed as GER 202. Credit given in either area, not both.

HS 203 CAREGIVER CLINICAL TRAINING 1.5/0/4.5

Recommended Preparation: GER/HS 201 and 202

Provides students with the opportunity to apply caregiving theory and clinical skills in acute-care facilities, private duty, board-and-care homes, and private homes through supervised clinical experience. Also listed as GER 203. Credit given in either area, not both.

HS 210 CLIENT-RECORD DOCUMENTATION 1/1/0

Introduces students to the required components of the client’s clinical record. Emphasis is on social history taking and written treatment plans to be used as dynamic tools in the therapeutic process.

HS 255 MARKETING HEALTH CARE 3/3/0

Introduces students to the concept of current health care marketing. Covers complex issues in modern health care marketing and developing strategies to meet changing health care service needs.

HS 266 DYSFUNCTIONAL FAMILIES/ACA ISSUES 3/3/0

Provides students with a working knowledge of the characteristics and emotional effects of growing up in an alcoholic or other dysfunctional family system. The student will learn individual and group facilitating techniques that will assist the recovery process of persons who have grown up in a dysfunctional family system.

HS 285 ETHICAL ISSUES/CLIENTS’ RIGHTS 3/3/0

Introduction 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. Provider-approved by the California Board of Registered Nursing, Provider Number CEP 60, for 30 contact hours.

HS 289 SPECIAL TOPICS .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 a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3
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
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 given in either area, not both.

HUM 25

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, international affairs; and individual issues such as sex roles, power and powerlessness, individual life cycles, and psychology and metaphysics. Also listed as IDS 5. Credit given in either area, not both.

SPECIAL TOPICS

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Intercollegiate Athletics

IA 1

VARSITY FOOTBALL
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Football. R E 2

IA 2

VARSITY BASKETBALL, MEN
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Men’s Basketball. Will be scheduled spring semester only. R E 3

IA 3

VARSITY BASEBALL
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Baseball. R E 2

IA 4

VARSITY TRACK AND FIELD, MEN
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Men’s Track and Field. R E 2

IA 5

VARSITY CROSS COUNTRY, MEN
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Men’s Cross Country. R E 2

IA 6

VARSITY GOLF, MEN

Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Men’s Golf. R E 2

IA 7

VARSITY WATER POLO, MEN

Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Men’s Water Polo. R E 2

IA 8

VARSITY SWIMMING AND DIVING, MEN

Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Men’s Swimming and Diving. R E 2

IA 9

VARSITY TENNIS, MEN

Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Men’s Tennis. R E 2

IA 10

VARSITY VOLLEYBALL, WOMEN

Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Volleyball. R E 2

IA 11

VARSITY SOFTBALL

Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Softball. R E 2

IA 12

VARSITY BASKETBALL, WOMEN

Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Basketball. One unit version will be scheduled spring semester only. R E 3

IA 13

VARSITY TENNIS, WOMEN

Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Tennis. R E 2

IA 14

VARSITY SWIMMING AND DIVING, WOMEN

Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Swimming and Diving. R E 2

IA 16

VARSITY TRACK AND FIELD, WOMEN

Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Track and Field. R E 2
INDEPENDENT STUDY

SPECIAL TOPICS

IA 17
VARSITY CROSS COUNTRY, WOMEN
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Cross Country. R E 2

IA 18
VARSITY WATER POLO, WOMEN
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Water Polo. R E 2

IA 19
VARSITY GOLF, WOMEN
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Golf. R E 2

IA 21
VARSITY SOCCER, WOMEN
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Soccer. R E 2

IA 189
SPECIAL TOPICS
.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 a field of study. 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

IS 1
INDEPENDENT STUDY
Prerequisite: Approval of learning-contract proposal
Independent study (individual project) may be pursued in any division subject matter through contact with an instructor and the division dean for research, field experience, or skill development after completion of the introductory offering in the field of study. Prior to enrollment in independent study, the student and instructor shall prepare an academic written contract ("proposal for learning") in cooperation with the division dean and present to the Office of Instruction for approval.

1 unit 48 clock hours
2 units 96 clock hours
3 units 144 clock hours
4 units 192 clock hours
5 units 240 clock hours

For courses listed in this catalog, a student may, because of special circumstances, petition to take the course on an individual independent-study basis. The independent study of a catalog-listed course petition must be approved by the instructor who will supervise the contract study as well as by the division dean and the Office of Instruction.

Interdisciplinary Studies

IDS 1
THE SEARCH FOR MEANING: IDEAS OF SELF ACROSS CULTURES
Recommended Preparation: Eligibility for ENG 1A
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 HUM 21. Credit given in either area, not both.

3/3/0

IDS 2
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 20th-Century knowledge and belief. Significant concepts, themes and individuals are chosen to represent changing times and places. Also listed as HUM 22. Credit given in either area, not both.

3/3/0

IDS 5
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, 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.

3/3/0

IDS 189
SPECIAL TOPICS
.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 a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Interior Design

ID 110
FUNDAMENTALS OF INTERIOR DESIGN
Study 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 to the aesthetic and functional assessment of interior furniture, floor, wall, window, illumination, and accessory treatments. (ID Regional Program #ID 100)

3/3/0

ID 111
INTERIOR DESIGN STUDIO 1
Recommended Preparation: Completion of or concurrent enrollment in ID 110
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)

2/1/3

ID 112
BEGINNING DRAFTING FOR INTERIORS
Applications of methods and theory used for architectural drawings, including basic graphics and projections for design and working drawings. (ID Regional Program #ID 110)

3/2/3

ID 113
INTERIOR DESIGN CAREERS
Survey of the interior design profession, industry, related occupations, and work-sites. Emphasizes personal, educational, and professional qualifications required for entry into the interior design profession. (ID Regional Program #ID 120)

2/2/0

ID 114
APPLIED COLOR AND DESIGN THEORY FOR INTERIOR DESIGN
Basic color and design theory and application. Utilization of tools, materials, and equipment to develop technical skills applicable to interior, architectural, and other related fields of design. Exploration of cultural heritage and psychological implication of design. (ID Regional Program #ID 130)

4/3/3

ID 115
COMPUTER-AIDED DESIGN/DRAFTING FOR INTERIOR DESIGN
Recommended Preparation: ID 112
Introduces the basic skills, techniques, and uses for computer-aided design and drafting. (ID Regional Program #ID 140)

3/2/3

Courses
ID 116 4/4/0
INTERIOR MATERIALS AND PRODUCTS
Analysis, application, and evaluation of products and materials used in interior design. Includes interior textiles, furnishings, and finish materials and products. (ID Regional Program # ID 170)

ID 121 3/2/3
SPACE PLANNING
Recommended Preparation: ID 112 Application of programming, theory, and techniques in residential and commercial space planning. Skills in drafting and presentation techniques are emphasized in the studio. (ID Regional Program # ID 170)

ID 122 3/3/0
HISTORY OF INTERIOR ARCHITECTURE AND FURNISHINGS I
Historical relationship between the decorative arts, period furniture, and interior architecture is illustrated in this overview of design heritage from antiquity through the 18th century in Europe. Emphasis is placed on style development as it relates to social, economic, and political influences. (ID Regional Program # ID 180)

ID 123 2/1/3
INTERIOR DESIGN ILLUSTRATION
Recommended Preparation: ID 112 Application of the methods, techniques, and tools used for illustrating interior spaces and products. (ID Regional Program # ID 200)

ID 125 3/3/0
HISTORY OF INTERIOR ARCHITECTURE AND FURNISHINGS II
Historical relationship between the decorative arts, period furniture and interior architecture is illustrated in this overview of design heritage. Covers the 19th and 20th centuries in Europe and 17th through 20th centuries in America and analyzes the influences as well as changes in design to the present. Emphasis is placed on style development as it relates to social, economic, and political forces. (ID Regional Program # ID 190)

ID 126 2/1/3
INTERIOR DESIGN STUDIO II
Recommended Preparation: ID 114 and 121 Develop, analyze, and apply design concepts to interior environments. Universal design, environmentally conscious design, space planning, lighting systems, interior components, architectural elements, and specifications writing will be integrated into research projects emphasizing a problem-solving approach. (ID Regional Program # ID 215)

ID 127 3/3/0
FUNDAMENTALS OF LIGHTING
Recommended Preparation: ID 110 and 112 Fundamentals of lighting, design, theory, and application, including the history and vocabulary of lighting. Topics to be explored are how light affects color and vision, incandescent, fluorescent, and high intensity discharge lamps, lighting techniques, codes and energy-efficient lighting practices. (ID Regional Program # ID 210)

ID 128 3/3/0
BUSINESS AND PROFESSIONAL PRACTICE FOR INTERIOR DESIGN
Recommended Preparation: ID 113 Business and professional management of an interior design practice including legal issues, project management, and business practices. (ID Regional Program # ID 230)

ID 129 1/1/0
INTERIOR DESIGN INTERNSHIP
Corequisite: CW E 168/169 Supervised and educationally-directed internship. Weekly lectures will relate on-the-job experiences with academic program. To be taken in the final semester of program. (ID Regional Program # ID 240)

ID 133 2/1/3
RENDERING AND RAPID VISUALIZATION FOR INTERIOR DESIGN
Recommended Preparation: ID 123 Application of the methods, techniques, and tools used for illustrating interior spaces and products with an emphasis placed on rapid production. (ID Regional Program # ID 133)

ID 289 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3
ITALIAN

ITAL 1 5/5/0
ELEMENTARY ITALIAN
Corequisite: ITA 999A
Recommended Preparation: College level reading ability
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. Equivalent to two years high school Italian.

ITAL 1A 2.5/3/0
INTRODUCTORY ELEMENTARY ITALIAN
Corequisite: ITA 999A
Recommended Preparation: College level reading ability
Designed to develop fundamentals of communicative competence in daily spoken Italian. Elementary reading and writing will be introduced, as well as fundamental aspects of culture. Introductory Elementary ITA 1A is equivalent to the first part 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. Combination of ITA 1A and 1B equivalent to two years high school Italian.

ITAL 1B 2.5/3/0
CONTINUING ELEMENTARY ITALIAN
Prerequisite: ITA 1A or one year of high school Italian
Corequisite: ITA 999A
Reviews and expands the fundamentals of communicative competence in daily spoken Italian. There is increased emphasis on reading and writing skills, as well as fundamental aspects of culture. 1B is equivalent to the second part of a regular elementary language course. Upon completion, students may enroll in ITA 2. Combination of ITA 1A and 1B equivalent to two years high school Italian.

ITAL 2 5/5/0
ELEMENTARY ITALIAN
Prerequisite: ITA 1 or 1B or two years of high school Italian
Corequisite: ITA 999A
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.

ITAL 3 5/5/0
INTERMEDIATE ITALIAN
Prerequisite: ITA 2 or three years of high school Italian
Corequisite: ITA 999B
Reviews the fundamentals with further study of the Italian language and culture.

ITAL 4 5/5/0
INTERMEDIATE ITALIAN
Prerequisite: ITA 3 or four years of high school Italian
Corequisite: ITA 999B
Concentrates on the development of fluency in the skills needed to communicate in Italian. Further study of cultural topics.

ITAL 10 3/3/0
INTERMEDIATE CONVERSATIONAL ITALIAN
Prerequisite: ITA 1A or one year of high school Italian
Corequisite: ITA 999A
Designed to develop fluency in Italian. The emphasis is on both formal and informal expression and conversation in the language. R E 3

ITAL 21 3/3/0
INTRODUCTION TO ITALIAN CULTURE
Recommended Preparation: College-level reading ability
Designed to provide a brief overview in English of the Italian culture. Areas of study include history, music, literature, philosophy, political ideas, customs and Italy's influence on and contribution to the civilization of America and the world. No prior study of the Italian language or culture is required.

ITAL 250 1/3/0
PRACTICAL ITALIAN
Emphasizes conversation skills in Italian 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

ITAL 999A .25/0/1
ITALIAN LANGUAGE LAB
Corequisite: ITA 1, 1A, 1B, 2
Requires concurrent enrollment in designated Elementary Italian courses. Enhances and provides practice in skills learned in Elementary Italian language courses. Minimum one hour per week required. R E 3

ITAL 999B .25/0/1
ITALIAN LANGUAGE LAB
Corequisite: ITA 3, 4
Requires concurrent enrollment in designated Italian courses. Enhances and provides practice in skills in Italian language courses. Minimum one hour per week required. R E 3

JAPANESE

JAP 1 5/5/0
ELEMENTARY JAPANESE
Corequisite: JA 999A
Recommended Preparation: College level reading ability
Designed to develop the fundamentals of communicative competence in daily spoken Japanese. The emphasis is on listening, comprehension, and conversational skills. Early reading and writing skills are introduced, as well as fundamental aspects of culture. Equivalent to two years high school Japanese.

JAP 2 5/5/0
ELEMENTARY JAPANESE
Prerequisite: JA 1 or 1B or two years of high school Japanese
Corequisite: JA 999A
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.

JAP 21 3/3/0
INTRODUCTION TO JAPANESE CULTURE
Recommended Preparation: College-level reading ability
Designed to provide a brief overview in English of the Japanese culture. Areas of study include geography, history, literature, art, philosophy, religion, and customs of the Japanese people. No prior study of the Japanese language or culture is required.

JAP 250 1/3/0
PRACTICAL JAPANESE
Emphasizes conversational skills in Japanese 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

JAP 999A .25/0/1
JAPANESE LANGUAGE LAB
Corequisite: JA 1, 1A, 1B, 2
Requires concurrent enrollment in designated Elementary Japanese courses. Enhances and provides practice in skills learned in Elementary Japanese language courses. Minimum one hour per week required. R E 3
JRN 1  
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 CA 1. Credit given in either area, not both. Course may be offered by mediated mode of instruction.

JRN 2  
NEWS WRITING  
Prerequisite: Eligibility for ENG 1A or completion of ENG 200. Emphasizes 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  
Emphasizes copyreading, copy editing, and headline writing; introduces the student who has a reporting background to the staff production of a newspaper. R E 1

JRN 104  
PRINT MEDIA DESIGN  
Recommended Preparation: J RN 2. A course introducing makeup styles, techniques, and problems, emphasizing makeup theories and skills used in publication. This course may be repeated once. R E 1

JRN 105  
FEATURE WRITING  
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  
Recommended Preparation: ENG 1A or J RN 2. Emphasizes news gathering, judging news values, writing news stories and features, and working as a staff member on the college newspaper and other publications. R E 3

LIB 100  
LIBRARY RESEARCH SKILLS  
Designed to enable the student to understand and utilize the resources and services of an academic library. Information will be provided in a manner enabling the student to gain library-utilization skills in the subject fields related to the courses the student is concurrently studying. The course may be offered in a self-paced, open-entry/open-exit mode. The course may be offered in a mediated mode.

LIB 189  
SPECIAL TOPICS  
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature; each seminar within the course differs from other offerings in the same course. R E 3

LIB 101  
INFORMATION-COMPETENCY SKILLS  
Recommended Preparation: Lib 100, basic keyboarding and e-mail experience. Preparatory course for 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. May be offered by mediated mode of instruction.

LIB 111  
INTRODUCTION TO DISTANCE LEARNING  
Provides students with the basic distance-learning skills to enable them to function in courses taught in part or totally online. After completing this course, students should have an understanding of the operation of Saddleback College's online courses and become familiar with web and information literacy tools along with electronic research tools. Students learn by interacting with content and resources. May be offered as a mediated class.

JRN 125  
MAGAZINE JOURNALISM  
Recommended Preparation: ENG 1A, J RN 105, or ENG 3. Introduces students to and gives them practice in the distinctive elements of magazine journalism. Provides firsthand experience in the various phases of producing a magazine. R E 3

JRN 189  
SPECIAL TOPICS  
The SpecialTopics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

KOR 1  
INTRODUCTION TO KOREAN CULTURE  
Recommended Preparation: College-level reading ability. Designed to provide a brief overview in English of the Korean culture. Areas of study include geography, history, literature, philosophy, religion, and customs of the Korean people. No prior study of the Korean language or culture is required.

KOR 250  
PRACTICAL KOREAN  
Emphasizes conversational skills in Korean as applied to everyday situations including business, travel, and related topics. Consideration also given to cultural topics. Assumes prior knowledge of the language. R E 1
Math

MATH 2  4/5/0
PRE-CALCULUS MATHEMATICS
Prerequisite: MATH 124
This is a pre-calculus course including the elements of college algebra. Topics covered include: equations and inequalities, relations and functions, polynomials and rational functions, matrices and determinants, sequences and limits, trigonometric functions, the binomial expansion, curve sketching techniques, DeMoivre's Theorem and complex numbers.

MATH 3A  4/5/3
ANALYTIC GEOMETRY AND CALCULUS
Prerequisite: MATH 2
Basic concepts of analytic geometry; limits and continuity; differentiation of algebraic functions with applications to graphing, solving max-min 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  4/5/0
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  4/5/0
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  4/5/0
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  4/5/0
COLLEGE ALGEBRA FOR BRIEF CALCULUS
Prerequisite: MATH 253
MATH 9 3/3/3
FINITE MATHEMATICS
Prerequisite: MATH 253
The study of linear functions, matrices, vectors and these topics as they apply to linear programming techniques. The study of sets, logic, counting and applications of these topics to probability and stochastic processes. The study of computers and programming as related to problem-solving in all of the above topics as well as to the representation of numerical concepts in a finite way.

MATH 10 3/3/3
INTRODUCTION TO STATISTICS
Prerequisite: MATH 253
Covers descriptive statistics, probability theory, and inferential statistics. Topics covered include: tabular and graphical representation of data, counting principles, permutations, combinations, rules of probability, continuous and discrete probability distributions, sampling distributions, the central limit theorem, estimating population parameters, hypothesis testing, correlation, regression, contingency tables, and chi-square. Applications are selected from the fields of business, economics, life science, social science, and physical science.

MATH 11 4/5/0
A BRIEF COURSE IN CALCULUS
Prerequisite: MATH 8
A review of algebra topics. Matrix algebra, Gaussian elimination, inverse of square matrix, determinants, the calculus topics of limits, derivatives, integrals, including measures of central tendency, continuous and normal density functions, differential equations as applied to one or more variable functions will be studied. Applications of these topics to the fields of business, economics, social and biological sciences will be stressed.

MATH 24 3/4/0
ELEMENTARY DIFFERENTIAL EQUATIONS
Prerequisite: MATH 3C
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 251 4/5/0
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, solutions with fractions, functions, relations and graphs, operations with polynomials, special products and factoring. May be offered by mediated mode of instruction.

MATH 253 4/5/0
INTERMEDIATE ALGEBRA
Prerequisite: MATH 251
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. May be offered by mediated mode of instruction.

MATH 289 5/4/5-4/5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

MATH 290 5/4/5-4/5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

MATH 300 1/1/0
BRIDGING THE GAP INTO COLLEGE: MATH
Recommended Preparation: Basic high school mathematics
A summer bridge course to introduce the students to 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 310 3/3/0
PRE-ALGEBRA MATHEMATICS
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 324 5/3/0
DIFFERENTIAL EQUATIONS LABORATORY
Corequisite: MATH 24
An investigation of the characteristics of the solutions of ordinary differential equations using a computerized solver.

Marine Science
MS 2 4/3/3
PHYSICAL AND CHEMICAL OCEANOGRAPHY
Recommended Preparation: MS 20
A study of the physical and chemical aspects of oceanography. Physical oceanography topics include the dynamics of waves, tides, ocean circulation, and the interaction of the ocean and atmosphere. Chemical oceanography topics include the study of the properties and chemistry of both fresh and ocean water, sea-water density and its impact on the physical structure of the oceans, and man’s role in polluting the oceans. Attention will be given to laboratory and field techniques in physical oceanography. Field trips will be required.
INTRODUCTION TO AQUACULTURE
MST 10 3/2.5/1.5

Introduction to aquaculture techniques used in industry.

MARINE AQUARIUM SYSTEMS
MST 100 2/1.5/1.5

Introduction of theory and the application of aquatic sciences in the design, set up, and general maintenance of the basic to reef aquarium systems. Topics covered include chemical, physical, and biological aquarium environment; water quality; filtering; lighting; health; and multiple tank systems. Students are required to set up and maintain on-site marine aquarium. (Formerly MST 240)

MARINE AQUARIUM MANAGEMENT
MST 101 1/2/0

Recommended Preparation: MST 100
Install, operate, troubleshoot, and maintain various aquarium devices utilized for life support of large and stand-alone marine aquarium systems. Emphasis will be placed on the management of water quality, filtration, health, nutrition, and data records, while developing good husbandry skills. Cultivation and propagation techniques of specific marine organisms will be introduced. (Formerly MST 241)

ALMINSPIKE SEAMANSHIP
MST 201 2/1/2

Develop self-reliance and seamanship by studying the fundamentals of knotting, splicing, sail repair, deck seamanship, emergency repair, rigging, and fiberglass and wooden boat maintenance. Historic nautical lore will also be covered to help bridge the gap between traditional and modern boat seamanship. R E 3

MARINE WEATHER
MST 202 2/2/0

Basic principles of meteorology and certain related aspects of oceanography presented. Intended for individuals in boating and marine-related fields where knowledge of weather and sea conditions is essential for safe operation of all sizes of ocean-going craft. R E 1

ECOLOGY OF CAPTIVE MARINE FISH AND INVERTEBRATES
MST 203 2/1.5/1.5

Survey of the marine fish and invertebrates encountered in world trade of marine ornamentals and the conservation issues surrounding their use. Ecology of the compatibility, propagation potential, captive breeding, cultural challenges, and advancements in technology will be examined. R E 1

AQUATIC ANIMAL HEALTH AND DISEASE MANAGEMENT
MST 204 3/2.5/1.5

Introduction to the common diseases and health management of marine and freshwater organisms used for fisheries enhancement, ornamental trade, and food production. The response of animals to numerous pathogens and syndromes will be discussed along with the methods of treating and avoiding these diseases. Clinical and nonclinical diagnostic procedures for the determination of disease will also be reviewed. Labs will focus on industry techniques. R E 1

WATER QUALITY AND TOXICITY
MST 205 3/2.5/1.5

Introduction to how water quality and toxicity impacts is and impacted by aquatic organisms. Methods will also be described for the measurement of water quality parameters and the different treatments available for its control. Labs will focus on techniques for measuring parameters and methods of treatment.

CELESTIAL NAVIGATION
MST 210 3/2/2

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

CELESTIAL NAVIGATION
MST 211 3/2/2

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 212 3/2/2
SAILING, SEAMANSHIP, AND BOATING SAFETY
Techniques of small-boat handling, rules of the road, coastal piloting, safety at sea, and small-craft maintenance. Emphasis is placed on practical experience gained during at-sea laboratory sessions aboard the college fleet of Capri 14’s.  R E 3

MST 214 3/2/2
ADVANCED OCEAN SAILING AND CRUISING
Theory and practical seamanship aspects of maneuvering auxiliary sailboats under power and sail. Includes theory and practice of efficient sailing, safe anchoring, docking and mooring, meeting emergency situations under sail, and planned response to local weather conditions. Also reviews rules of the road, piloting, and navigational skills. Information and experience gained will qualify student as boat owner or crew member for knowledgeable sailing in local coastal and Channel Island waters.  R E 3

MST 215 3/2/2
VESSEL COMMAND AND ORGANIZATION
Recommended Preparation: MST 214 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 supervisions of efficient sailing, safe anchoring, docking and mooring, emergency situations under sail, and planning response to local weather conditions. Also practical application of rules of the road, piloting, and navigational skills.  R E 3

MST 216 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 to select the appropriate license grade and scope and how to document the sea time (experience) the USCG requires.  R E 2

MST 289 .5-4/5-4/5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course.  R E 3

Medical Assisting
MA 189 .5-4/5-4/5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course.  R E 3

MEDICAL OFFICE LABORATORY PROCEDURES
MA 212B 3/2/3
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 requirement for medical assistant phlebotomy certificate.

MA 213A 2.5/2.5/0
MEDICAL RECORDS MANAGEMENT
Provides for the development of selected medical front-office skills. Instruction is given in medical forms, patient records, legal aspects of medical records, filing systems, filing procedures, written communication, and medical-office equipment and facilities management.

MA 213B 3/2/3
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 2.5/2.5/0
BASICS IN MEDICAL INSURANCE
Provides for the development of basic medical-insurance billing techniques. Instruction enables the student to understand insurance codes, private and government insurance codes, and reimbursement strategies. Basic billing procedures are given for standard health insurance forms, Medicare, and Medi-Cal.

MA 214B 3/2/3
MEDICATION ADMINISTRATION FOR MEDICAL ASSISTANTS
Provides for the development of selected techniques for medication administration. Students will receive instruction and laboratory practice in pharmacology, pharmacology mathematics, and the procedures involved with oral and injectable medication administration. Meets state requirement for medical-assistant injections. Certificate awarded for intramuscular, subcutaneous, and intradermal injections.

MA 215A 3/3/0
CPT-4 & ICD-9-CM MEDICAL INSURANCE CODING
Provides basic instruction and practice in CPT-4 and ICD-9-CM procedural and diagnostic coding. Gives essential coding information for students interested in insurance billing. Focuses on newest coding techniques and reimbursement strategies.
MA 217A  3/0/9
MEDICAL ASSISTING CLINICAL EXPERIENCE—ADMINISTRATIVE
Prerequisite: Enrollment in Medical Assistant Program and completion of MA 200, 210, 211A, 212A, 213A, 214A, 215A, 260 and HSC 222
Provides supervised directed practice in a physician’s office, medical clinic, or allied health facility. This experience will emphasize development of clinical 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  3/0/9
MEDICAL ASSISTING CLINICAL EXPERIENCE CLINICAL
Prerequisite: Enrollment in Medical Assistant Program and completion of MA 200, 210, 211B, 212B, 213B, 214B, 215B, 260A 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, 260, MA 200, 210, 211A, 211B, 212A, 212B, 213A, 213B, 214A, 214B, 215A and 215B
Provides supervised directed practice in a physician’s office or medical clinic. This experience will emphasize development of medical front-office and clinical back-office skills with consideration for ethical and legal concepts. Scheduled class sessions will assist the student in dealing with problems encountered in the workplace setting.

MA 218B  2/1/2
ELECTROCARDIOGRAPHY FOR THE MEDICAL ASSISTANT
Provides basic instruction in electrocardiography theory and technique for the 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 electrocardiogram with student “hands-on” involvement.

MA 230  3/0/9
MEDICAL OFFICE MANAGER SKILLS
Develops medical office managerial skills with emphasis on supervisory responsibilities, competency-based management, role change, and strengthening the role of the medical office manager. Practice building communication, motivation, employee selection, training, retention, and meeting physician and employee needs are included.

MA 234  1.5/1.5/0
LEGAL AND ETHICAL PRACTICES FOR THE MEDICAL OFFICE MANAGER
Develops risk-management techniques for selected legal and ethical issues in the medical office. Includes medical malpractice, employee theft, cost containment, and safety. The role of the medical office manager in litigation is discussed, as well as employee rights and benefits. Public duties such as mandatory reporting and patient confidentiality are included.

MA 260  1.5/1.5/1.5
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
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course.

MUS 1  3/0/9
THE BASICS OF MUSIC
Emphasizing the principles and procedures of music: rhythm and pitch notation, scales (major, minor, modal), key signatures, intervals, chord structures, sight-singing, dictation, and keyboard. Recommended for all music majors. Open to all students. Partially fulfills Humanities requirement for all students.

MUS 10  3/0/9
HARMONY I
Recommended Preparation: MUS 1 or proficiency exam
An intensive study of diatonic and chromatic harmony in major and minor modes; roman numeral analysis; part-writing using root position triads; harmonization of a given melody; non-harmonic tones; strophic, binary, and ternary forms. Required of all music majors.

MUS 11  3/0/9
HARMONY II
Recommended Preparation: MUS 10
An intensive study of advanced diatonic and chromatic harmony in major and minor modes; secondary chords; modulation; part-writing using triads and 7th chords; variation, rondo, and sonata forms. Required of all music majors.

MUS 12  3/0/9
HARMONY III
Recommended Preparation: MUS 11
A study of chromatic harmony as practiced in the 19th century. Includes 9th, 11th and 13th chords, altered chords, mode mixture, and augmented 6th and Neapolitan chords as well as 19th century formal models.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Title</th>
<th>Units</th>
<th>Weeks</th>
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<tbody>
<tr>
<td>MUS 13</td>
<td>harmony iv</td>
<td>3/3/0</td>
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<tr>
<td>MUS 14</td>
<td>jazz composition and arranging</td>
<td>3/3/0</td>
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<tr>
<td>MUS 15</td>
<td>music composition</td>
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<td>MUS 16</td>
<td>renaissance counterpoint</td>
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<td>MUS 20</td>
<td>music appreciation</td>
<td>3/3/0</td>
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<tr>
<td>MUS 23</td>
<td>introduction to world music</td>
<td>3/3/0</td>
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<td>MUS 24</td>
<td>music of our century</td>
<td>3/3/0</td>
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<tr>
<td>MUS 25</td>
<td>music history: to mozart</td>
<td>3/3/0</td>
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<tr>
<td>MUS 26</td>
<td>music history: since mozart</td>
<td>3/3/0</td>
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<tr>
<td>MUS 27</td>
<td>history of jazz</td>
<td>3/3/0</td>
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<tr>
<td>MUS 28</td>
<td>history of rock</td>
<td>3/3/0</td>
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<tr>
<td>MUS 29</td>
<td>women, music, and society</td>
<td>3/3/0</td>
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<tr>
<td>MUS 31</td>
<td>baroque society</td>
<td>2/2/4</td>
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<tr>
<td>MUS 32</td>
<td>oratorio society</td>
<td>2/2/4</td>
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<tr>
<td>MUS 33</td>
<td>modern masterworks: chorale</td>
<td>2/2/4</td>
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<tr>
<td>MUS 34</td>
<td>early music ensemble</td>
<td>2/2/4</td>
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<td>Course Code</td>
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| MUS 35 | 2/2/4 | CONTEMPORARY VOCAL ENSEMBLE  
Limitation: A audition with college staff  
Study and performance of sacred and secular repertoire suitable for vocal chamber ensemble from the 19th and 20th centuries. Unaccompanied works and music with instruments or keyboard accompaniment are included. Singers will develop skills required for performance of 19th- and 20th-century chamber choir music. No more than four units apply toward AA degree outside music major. | R E 3 |
| MUS 37 | 2/2/4 | 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 40 | 2/1/3 | WIND ENSEMBLE  
Recommended Preparation: Previous experience in an instrumental group  
Emphasizes rehearsal and performance of standard band literature. Public performances are required for course credit. Performances include athletic games, assemblies, and concerts. This course is offered as open-entry/open-exit. | R E 3 |
| MUS 41 | 2/1/3 | SYMPHONIC WIND ENSEMBLE  
Recommended Preparation: Previous instrumental training and demonstrated proficiency  
An elite concert band, playing the finest traditional and contemporary band literature available. Emphasis is on a high degree of individual musicianship and fine ensemble playing. Formal concerts to be given with outstanding guest soloists and/or conductors. This course is offered as open-entry/open-exit. | R E 3 |
| MUS 42 | 2/1/3 | SYMPHONIC ORCHESTRA  
Recommended Preparation: Previous experience in an instrumental group  
Studies and performance of standard orchestral literature. Public performance required for credit. This course is offered as open-entry/open-exit. | R E 3 |
| MUS 43 | 2/1/3 | STRING ORCHESTRA  
Recommended Preparation: Previous experience in performing groups  
Designed to read, study, and perform orchestral literature written especially for strings. Offered as open-entry/open-exit. | R E 3 |
| MUS 44 | 2/1/3 | COMMUNITY BAND  
Emphasizes rehearsal and performance of standard band literature. Public performances are required for course credit. Performances include those both on and off campus. Offered as open-entry/open-exit. | R E 3 |
| MUS 45 | 3/3/0 | SCORING AND ARRANGING  
Recommended Preparation: MUS 11 or 14  
A study of the principles of scoring and arranging for traditional and popular instrumental as well as vocal ensembles. | R E 3 |
| MUS 46 | 1/1/2 | JAZZ IMPROVISATION  
Recommended Preparation: MUS 10 or placement audition  
Study of jazz theory, transcription, awareness of historically important jazz improvisers, and internationalization of jazz rhythm. Develop technical command of instrument. Foster the ability to create. | R E 3 |
| MUS 47 | 2/1/3 | SADDLEBACK COLLEGE BIG BAND  
Limitation: Enrollment by audition only  
Performance of big band music by members of the community above high school sophomore level. Very high standards of individual and ensemble performance are expected. 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 band will perform several times during the term at events both on and off campus. | R E 3 |
| MUS 49 | 2/2/2 | CHAMBER ORCHESTRA  
Limitation: A audition with college staff  
Studies major chamber orchestra literature from all periods of music history. | R E 3 |
| MUS 50 | 2/1/5 | APPLIED MUSIC: INSTRUMENTAL  
Limitation: College audition  
Corequisite: MUS 59  
Individual instruction in a traditional band or orchestral instrument, voice or piano at the college level with an approved instructor or recommended college class. | R E 3 |
| MUS 51 | 2/1/5 | APPLIED MUSIC: KEYBOARD  
Limitation: College audition  
Corequisite: MUS 59  
Individual instruction in a traditional band or orchestral instrument, voice or piano at the college level with an approved instructor or recommended college class. By audition only. | R E 3 |
| MUS 52 | 2/1/5 | APPLIED MUSIC: VOICE  
Limitation: College audition  
Corequisite: MUS 59  
Individual instruction in a traditional band or orchestral instrument, voice or piano at the college level with an approved instructor or recommended college class. By audition only. | R E 3 |
| MUS 54 | 1/2/1 | BEGINNING PIANO  
A course in the basic technique of piano playing. | 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. A combination of MUS 54, 55, and 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, and 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 or 56 may be taken a maximum of four times. | R A 3 |
| MUS 58 | 2/2/2 | PIANO REPertoire AND PERFORMANCE PROCEDURES  
Recommended Preparation: MUS 55 or demonstrated proficiency  
The study of important piano solo literature from Bach to contemporary with emphasis on technique and procedures in solo-performance preparation. | R E 3 |
| MUS 59 | .5/1.5/0 | CONCERT MUSIC  
Provides opportunities for students to listen to, and be participants, in recitals. | R E 3 |
<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours Per Week</th>
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</thead>
<tbody>
<tr>
<td>MUS 60</td>
<td>BEGINNING CLASSICAL GUITAR</td>
<td>1.5</td>
<td>2/2/2</td>
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<tr>
<td>MUS 61</td>
<td>INTERMEDIATE CLASSICAL GUITAR</td>
<td>1.5</td>
<td>2/2/2</td>
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<tr>
<td>MUS 62</td>
<td>ADVANCED CLASSICAL GUITAR</td>
<td>2.0</td>
<td>2/2/2</td>
</tr>
<tr>
<td>MUS 63</td>
<td>ENSEMBLE TECHNIQUES FOR 21ST CENTURY</td>
<td>2.0</td>
<td>2/1/3</td>
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<tr>
<td>MUS 64</td>
<td>PIANO ENSEMBLE</td>
<td>1.0</td>
<td>1/1/1</td>
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<tr>
<td>MUS 65</td>
<td>PIANO ACCOMPANYING</td>
<td>1.0</td>
<td>1/1/1</td>
</tr>
</tbody>
</table>

**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

**WOODWIND ENSEMBLE**
- Designed to aid the individual in developing the 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

**STRING CLASS**
- The study of string instruments with special emphasis on individual development of bowing, tone, and flexibility. R E 3

**STRUGL LITERATURE**
- Recommended Preparation: Two years of instrumental training
- Designed to analyze and perform traditional and contemporary string literature from 18th century to present day. Fuills major performance group requirement for music majors. R E 3

**BEGINNING VOICE**
- Emphasizes vocal techniques, including tone production, breath control, and pronunciation, as well as music literature. A combination of MUS 80 and 81 may be taken a maximum of four times. R A 3

**INTERMEDIATE VOICE**
- Recommended Preparation: MUS 80
- Techniques of singing without the aid of a microphone. Application of this study in vocalization and repertoire. A combination of MUS 80 or 81 may be taken a maximum of four times. R A 3

**VOCAL REPertoire AND PERFORMANCE PROCEDURES**
- Recommended Preparation: MUS 81
- A survey of concert literature available for various voice categories. Emphasis will be placed on the instruction and practice of presenting material from operas, concerts and musicals. R E 3
MUS 148  JAZZ ENSEMBLE  
2/2/2  
Studies historically important and current large ensemble jazz music. Provides practical experience in organizing a variety of instrumental combinations. Practice in standard jazz ensemble phrasing and improvisation. The jazz ensemble will perform at different functions and may perform with nationally known guest artists. Offered as open-entry/open-exit.  R E 3

MUS 178  BEGINNING PIANO PEDAGOGY  
3/3/0  
Recommended Preparation: Two years of piano study  
Designed to study the art of piano teaching. Traces the history of piano method books and demonstrate the most effective teaching methods used today. Students will be given an opportunity to directly teach a 3rd grade student with guidance from the instructor. This course is offered for music major students as well as community teachers who wish to improve and refine their teaching style. A combination of MUS 178 or MUS 179 may be taken a maximum of four times.  R A 3

MUS 179  INTERMEDIATE PIANO PEDAGOGY  
3/3/0  
Recommended Preparation: Two years of previous piano study or MUS 178  
Designed to study the art of piano teaching. Demonstrates the most effective teaching methods used today and emphasizes the technical and interpretive styles of the four major music periods. Students will be given an opportunity to directly teach a 3rd grade student with guidance from the instructor. This course is offered for music major students as well as community teachers who wish to improve and refine their teaching style. A combination of MUS 178 and MUS 179 may be taken a maximum of four times.  R A 3

MUS 189  SPECIAL TOPICS  
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 a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course.  R E 3

MUS 250  BASIC APPLIED MUSIC  
1/1/5  
Corequisite: MUS 59  
Recommended Preparation: Audition with College Staff and placement exam  
Individual instruction in a traditional band or orchestral instrument, voice or piano at the precollege level with an approved instructor or recommended college class. By audition only.  R E 1

MUS 252  JAZZ PIANO  
1/2/1  
Recommended Preparation: MUS 55 or demonstrated keyboard proficiency  
Exploration and study of basic harmonies at the keyboard as applied to popular music and jazz. Study of improvisational techniques. Designed for intermediate and advanced piano students.  R E 3

MUS 260  BASIC GUITAR  
1/1/2  
Studies basic techniques of the guitar. Emphasis will be on music fundamentals as it pertains to basic guitar techniques and the reading of music. This course will prepare students to qualify for further study in classical and/or jazz guitar.  R E 3

N 108  INTRODUCTION TO CRITICAL CARE NURSING  
2/2/0  
Recommended Preparation: N 172  
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 CEP 60, for 30 contact hours.  R E 2

N 160  PHARMACOLOGY  
2/2/0  
Recommended Preparation: BIO 12  
Focuses on the promotion of human adaptation through pharmacologic intervention. Includes basic concepts of pharmacology including development, safeguards, and delivery of drug medications. Emphasis is placed on the nursing management of patients receiving drug therapy.

N 161  GROWTH AND DEVELOPMENT  
1.25/1.25/0  
Examines developmental tasks and needs from birth through middle age. Stimuli that influence growth and development, as well as a brief overview of major developmental theories, are presented. Physiologic, self-concept, role, and interdependence behaviors will be examined.

N 162  SUCCESSFUL TRANSITION TO PROFESSIONAL NURSING  
1.5/1.5/0  
Addresses strategies for successful completion of the nursing program. Included in these strategies are study and test-taking skills, critical thinking, resource utilization, application of the Roy Adaptation Model, the nursing process, and professional role transition.
ACCT 220  Introduction to Financial Planning  3/3/0

N 170  NURSING PROCESS
Prerequisite: BIO 11,12,15, with a grade of "C" or better, eligibility for ENG 1A, and official admission to the nursing program
Recommended Preparation: Concurrent enrollment or prior completion of N 160 and GER 101 with "C" or better
Theoretical base needed for application of the nursing process at a beginning level, utilizing the Roy Adaptation Model. Focuses on care of the adult medical-surgical, health care consumer with less complicated disorders, in a variety of health care settings, stressing concepts and rationales related to fundamental nursing practice. Principles of safety, physical and psychosocial assessment, pharmacology, nutrition, the business of health care, community health, issues of professional practice, communication, health teaching, diversity, growth and development, geriatric nursing, disease process, disease prevention, restorative care, and end of life care are integrated.

N 171  MENTAL HEALTH NURSING
Prerequisite: Official admission to the nursing program
Recommended Preparation: PSYC 1
Provides the theoretical base for applying the nursing process and Roy Adaptation Model to the care of individuals and families across the life span who have ineffective behaviors in psychosocial functioning. Emphasis is on communication and the principles of psychiatric/mental health nursing, including psychopathology. Psychopharmacology is integrated.

N 172  MEDICAL-SURGICAL NURSING
Prerequisite: N 160, 170 and GER 101 with grades of "C" or better
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 173  NURSING CARE OF CHILDREN AND FAMILIES
Prerequisite: N 172 with grade of "C" or better
Recommended Preparation: N 161
Focuses on the integration and application of the nursing process with the Roy Adaptation Model in providing nursing care for neonates, infants, children and adolescents and their families/significant others. Emphasis is on a family centered approach to nursing care, communication, health education, health promotion, illness prevention, and adaptation directed towards the female client, the neonate, and the family/significant others. Principles of nutrition, medication, fluid administration, physiology, growth and development, advocacy and concepts of diversity are integrated.

N 174  WOMEN'S HEALTH NURSING
Prerequisite: N 173 with grade of "C" or better
Recommended Preparation: N 161
Focuses on the integration and application of the nursing process with the Roy Adaptation Model in providing nursing care for women, infants, and family/significant others. Emphasis is on a family centered approach to nursing care, communication, health education, health promotion, illness prevention, and adaptation directed toward the female client, the neonate, and family/significant others. Principles of nutrition, medications, fluid administration, physiology, growth and development, advocacy, and concepts of diversity are integrated.

N 175  NURSING IN THE COMMUNITY
Prerequisite: N 172 with a grade of "C" or better
Provides supervised clinical practice for the application of the nursing process/ Roy Adaptation Model in caring for health-care consumers in various clinical settings. Emphasis is on the practice of nursing in non-traditional settings.

N 176  ADVANCED NURSING
Prerequisite: N 161, 173 and 174 with a grade of "C" or better
Focuses on synthesis of the nursing process with the Roy Adaptation Model and critical thinking for complex, acute, and critically ill medical-surgical patients and groups of patients. Emphasis is placed on leadership, patient care management systems, and ethical/legal issues. Students are exposed to specialty nursing areas and are provided a preceptorship to transition from student to staff nursing roles.

N 189  SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

N 200  NEW GRADUATE CLINICAL LABORATORY EXPERIENCE
Limitation: Graduate of a BRN approved RN program
Provides a clinical experience for new graduates of a registered nursing program and newly licensed RNs beyond that provided in the pre-licensure program. Provider approved by the California Board of Registered Nursing, Provider Number CEP 60 for 30 contact hours. R E 3

N 201  NURSING SPECIALTY CLINICAL LABORATORY EXPERIENCE
Limitation: Graduate of a BRN approved RN program
Designed to allow the student to investigate a nursing specialty area of interest and meet individual learning needs in that specialty. May include operating room, obstetrics, critical care, pediatrics, neonatal, emergency room, psychiatric, medical-surgical, and emergency nursing. Provider approved by the California Board of Registered Nursing, Provider Number CEP 60 for 30 contact hours. R E 3

N 238  PERIOPERATIVE NURSING I
Limitation: Current or pending RN license, current CPR card, and current malpractice insurance
Perioperative nursing theory and practice necessary for entry level into the operating room. Focuses on utilization of the nursing process to provide care for clients undergoing surgical intervention. Provider approved by the California Board of Registered Nursing, Provider Number CEP 60, for 30 contact hours.

N 240  EMERGENCY NURSING
Limitation: Current or pending CA RN license, current CPR card, and current malpractice insurance
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. Provider approved by the California Board of Registered Nursing, Provider Number CEP 60, for 30 contact hours.
I. V. THERAPY TECHNIQUES FOR LICENSED VOCATIONAL NURSES

**N 244 1.75/1.5/5**

**Limitation:** Current California LVN/RN License

Prepares students for initiating and/or maintaining common intravenous therapies (IV). 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 hrs LVN CE credit, BRN CEP 60) R E 3

N 245 1.5/1/5/0

I. V. THERAPY TECHNIQUES FOR NURSES

**Recommended Preparation:** N 174

Prepares students for initiating and/or maintaining common intravenous therapies (IV). Nursing assessments and special patient care are included. Although focused on the hospitalized patient, knowledge can easily be transferred to the home care setting. Covers insertion techniques, administration of TPN, blood and blood products, piggybacks, intermittent infusion sets, and common I.V. drugs. Provider-approved by the California Board of Registered Nursing, Provider Number CEP 60, for 30 contact hours. R E 3

N 251 1 or 2/1 or 2/0

NURSING CARE OF THE FAMILY IN LABOR AND DELIVERY

**Recommended Preparation:** N 174

Provides students with obstetrical nursing 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 CEP 60, for 30 contact hours.

N 252 2/2/0

ANTEPARTAL AND POSTPARTAL CARE OF THE FAMILY

**Recommended Preparation:** N 174

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 CEP 60, for 30 contact hours.

N 257 1 or 2/1 or 2/0

INTENSIVE CARE OF THE NEONATE

**Recommended Preparation:** N 174

Provides advanced concepts in care of the critically ill neonate. Basic theory and experience in newborn assessment and care are assumed. Topics covered include care of the low birth weight infant, advanced concepts in respiratory and cardiac disorders, neurologic dysfunction, surgical emergencies, perioperative care and hematologic disorders. Provider-approved by the California Board of Registered Nursing, Provider Number CEP 60, for 30 contact hours.

**Paramedic**

PM 220 14/14/0

**PARAMEDIC THEORY**

**Prerequisite:** High school graduation or GED, current EMT-B certification and official admission to paramedic program

Corequisite: PM 230

Recommended Preparation: EMT 218, HSC 217, HSC 226 and BIO 113

Contains the didactic material necessary to establish a foundation to practice as a paramedic. Includes applied anatomy and physiology, pathophysiology, intravenous therapy, basic and advanced life support, patient assessment, management of trauma, medical conditions, emergency medical system operations and special considerations when caring for patients throughout the life span and those with special challenges. R 99

PM 230 7.5/23/0

**PARAMEDIC CLINICAL EXPERIENCE**

**Prerequisite:** High school graduate or equivalent, current EMT-B certification and official admission to Paramedic Program

Corequisite: PM 220

Includes the skills assessment and hospital-clinical requirements for students enrolled in the paramedic program. R 99

PM 240 11.5/35/0

**PARAMEDIC FIELD INTERNSHIP**

**Prerequisite:** PM 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 prehospital patient-care experience and is the last course in the series preparing the student for licensure as a paramedic. R 99

**Persian**

PRSN 1 5/5/1

**ELEMENTARY PERSIAN**

Corequisite: PERS 999

Recommended Preparation: College-level reading ability

Designed to develop the fundamentals of communicative competence in daily spoken modern Persian (Farsi). Emphasizes listening, comprehension, and conversational skills. Early reading and writing skills are introduced, as well as fundamental aspects of culture. Equivalent to two years of high school Persian (Farsi).

PRSN 2 5/5/1

**ELEMENTARY PERSIAN**

Prerequisite: PRSN 1 or two years of high school Persian/Farsi

Corequisite: PERS 999

Designed to further the fundamentals of communicative competence in daily spoken modern Persian (Farsi). Focuses 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.

**Persian Language Lab**

Corequisite: PERS 1, 2

Requires concurrent enrollment in designated Elementary Persian (Farsi) courses. Enhances and provides practice in skills learned in Elementary Persian courses. Minimum one hour per week required. R E 3

**Philosophy**

PHIL 1 3/3/0

**INTRODUCTION TO PHILOSOPHY**

Investigates many of the major philosophical themes within the Western tradition. For example, among these themes will be the nature of the self, free will and determinism, the ground and nature of human knowledge, and the nature of human value (ethical theory), as well as aesthetic value (aesthetics) and the nature of society in relation to the individual (political philosophy). Other topics include the nature and methods of the sciences (both human and natural), philosophical psychology and the theory of language (meaning). Course content will vary, but selection will be from several of the above topics.
PHIL 10  3/3/0
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  3/3/0
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 15  3/3/0
INTRODUCTION TO ETHICS
Recommended Preparation: Proficiency in English; ENG 1A
Acquaints 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. Application of 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 and darkroom processing and procedures. Fundamentals of composition, light, and portraiture are covered. A combination of PHOT 50, 55, or 156 may be taken a maximum of four times. R A 3

PHOT 51  3/2/3
INTRODUCTION TO DIGITAL IMAGING
Recommended Preparation: PHOT 50 or 158 and basic operational knowledge of a computer
An introduction to photographic imaging through digital technology using Adobe Photoshop software on the computer. The course will cover the various equipment and techniques utilized in the production of digital imagery: scanning, manipulation, and output. Aesthetic issues and their relationship to photography will be covered. R E 3

PHOT 55  3/2/2
INTERMEDIATE PHOTOGRAPHY
Recommended Preparation: PHOT 50
Designed for further exploration of photographic techniques and controls. Specific films and papers are covered as well as post-printing alterations. Electronic flash, wide angle, and telephoto lenses are utilized. A combination of PHOT 50, 55, or 156 may be taken a maximum of four times. R A 3

PHOT 152  3/2/3
INTERMEDIATE DIGITAL IMAGING
Recommended Preparation: PHOT 50, 51, 158
An intermediate-level course in photographic imaging through digital technology using Adobe Photoshop. Relevant technical and aesthetic issues will be covered. R E 3

PHOT 156  3/2/2
ADVANCED PHOTOGRAPHY
Recommended Preparation: PHOT 55
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
PE 1 1 or 1.5/5 or 1/1.50 or 2
CARDIOVASCULAR CONDITIONING
Designed to stress individual cardiovascular and respiratory levels showing how the student can use cardiovascular conditioning 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

PE 2 2/1/2
STRENGTH TRAINING
Instruction will focus on improving strength through individualized training programs. Suited for men and women interested in improving strength, power, and athletic performance. Concepts may include physiology of strength training; equipment and safety considerations; sport specific training; program design for power, strength, and techniques of lifting; and nutrition for optimal performance. R E 3

PE 3 1-2/.67 or 1 or 1.34/1.33 or 2 or 2.66
CIRCUIT WEIGHT TRAINING
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. Includes assessment of various media presentations to the student population. R E 3

PE 4 1 or 1.5/6.7 or 1 or 1.33 or 2
WEIGHT TRAINING AND PHYSICAL FITNESS
Designed to teach the basic skills and methods used in calisthenics, isokinet- ic, and isotonc exercise. A combination of PE 4 and 5 may be taken four times. R A 3

PE 5 1 or 1.5/6.7 or 1 or 1.33 or 2
ADVANCED WEIGHT LIFTING
Recommended Preparation: PE 4
Designed for students interested in competing in intercollegiate athletics. Advanced methods and techniques in weightlifting. A combination of PE 4 and 5 may be taken four times. R A 3

PE 6 1 or 1.5/6.7 or 1 or 1.33 or 2
CONDITIONING
Instruction and supervised practice in the techniques of developing and maintaining physical fitness. R E 3

PE 7 1 or 1.5/6.7 or 1 or 1.33 or 2
STEP TRAINING
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 accompani- ment of music. Step Training is for both men and women, from beginners to conditioned athletes. To change the intensity, students may alter the height of the platform. This course is comprehensive, balanced, and works every major muscle group. R E 3

PE 8 1 or 1.5/6.7 or 1 or 1.33 or 2
POWER AEROBICS
A fitness course with both males and females in mind. Designed for overall body conditioning, with emphasis on aerobics workouts for cardiovascular endurance and muscle workouts for strength improvement. Performed to music using athletic-type movements and involving the use of hand and/or ankle weights. Students can work at their own level of intensity. R E 3

PE 9 1 or 1.5/6.7 or 1 or 1.33 or 2
STRETCHING, FLEXIBILITY, AND CONDITIONING
Emphasizes proper techniques of movement, breathing, and body alignment for postural integration. R E 3

PE 10 1 or 1.5/6.7 or 1 or 1.33 or 2
BEGINNING BADMINTON
Presentation of the official singles and doubles games, including the basic strokes, footwork, strategy, and eti- quette. A combination of PE 11, 12, and 13 may be taken four times. R A 3

PE 11 1 or 1.5/6.7 or 1 or 1.33 or 2
BEGINNING GOLF I
Recommended Preparation: PE 11
Emphasis on individual stroke analysis, playing strategy, and match play singles and doubles. A combination of PE 11, 12, and 13 may be taken four times. R A 3

PE 12 1 or 1.5/6.7 or 1 or 1.33 or 2
INTERMEDIATE BADMINTON
Recommended Preparation: PE 11
Emphasis on individual stroke analysis, playing strategy, and match play singles and doubles. A combination of PE 11, 12, and 13 may be taken four times. R A 3

PE 13 1 or 1.5/6.7 or 1 or 1.33 or 2
ADVANCED BADMINTON
Recommended Preparation: PE 12
Emphasis on advanced strokes, strategy, and match play in singles and doubles. A combination of PE 11, 12, and 13 may be taken four times. R A 3

PE 14 1 or 1.5/6.7 or 1 or 1.33 or 2
BEGINNING BOWLING
Recommended Preparation: PE 14
Emphasis on basic fundamentals of bowling including equipment, rules, eti- quette, terminology, grip, stance, delivery, release, and follow-through. In addi- tion, this course will include participation in a local league. Students who repeat this course will gain an expanded educational experience by supervised repetition and practice to develop skills and proficiencies. Players will learn scoring, common faults, and strategy. A com- bination of PE 17 and 18 may be taken four times. R A 3

PE 15 1 OR 2/5 OR 1/1.5 OR 2
BEGINNING BOWLING
Emphasis on the basic fundamentals of bowling including equipment, rules, eti- quette, terminology, grip, stance, deliver- ery, release, and follow-through. In addi- tion, this course will include participa- tion in a local league. Students who repeat this course will gain an expanded educational experience by supervised repetition and practice to develop skills and proficiencies. Players will learn scoring, common faults, and strategy. A com- bination of PE 17 and 18 may be taken four times. R A 3

PE 16 1 OR 2/5 OR 1/1.5 OR 2
BEGINNING BOWLING
Emphasis on the basic fundamentals of bowling including equipment, rules, eti- quette, terminology, grip, stance, deliver- ery, release, and follow-through. In addi- tion, this course will include participa- tion in a local league. Students who repeat this course will gain an expanded educational experience by supervised repetition and practice to develop skills and proficiencies. Players will learn scoring, common faults, and strategy. A com- bination of PE 17 and 18 may be taken four times. R A 3

PE 17 1 OR 2/5 OR 1/1.5 OR 2
BEGINNING BOWLING
Emphasis on the basic fundamentals of bowling including equipment, rules, eti- quette, terminology, grip, stance, deliver- ery, release, and follow-through. In addi- tion, this course will include participa- tion in a local league. Students who repeat this course will gain an expanded educational experience by supervised repetition and practice to develop skills and proficiencies. Players will learn scoring, common faults, and strategy. A com- bination of PE 17 and 18 may be taken four times. R A 3

PE 18 1 OR 2/5 OR 1/1.5 OR 2
BEGINNING BOWLING
Emphasis on the basic fundamentals of bowling including equipment, rules, eti- quette, terminology, grip, stance, deliver- ery, release, and follow-through. In addi- tion, this course will include participa- tion in a local league. Students who repeat this course will gain an expanded educational experience by supervised repetition and practice to develop skills and proficiencies. Players will learn scoring, common faults, and strategy. A com- bination of PE 17 and 18 may be taken four times. R A 3

PE 19 1 or 1.5/6.7 or 1 or 1.33 or 2
BICYCLING
Designed to increase the student’s knowledge of skill in bicycling. To develop the student’s appreciation of cycling as a lifetime sport and means of developing and maintaining muscular and cardiovascular respiratory fitness. Field trips may be required. R E 3

PE 20 1 or 1.5/6.7 or 1 or 1.33 or 2
BEGINNING GOLF I
Recommended Preparation: PE 20
Emphasis is on basic fundamentals of golf skills including rules, etiquette, and terminology. A combination of PE 20, 21, 22, and 23 may be taken four times. R A 3

PE 21 1 or 1.5/6.7 or 1 or 1.33 or 2
BEGINNING GOLF II
Recommended Preparation: PE 20
Review of Beginning Golf I, skills, strategy, and individual stroke analysis. A combination of PE 20, 21, 22, and 23 may be taken four times. R A 3

PE 22 1 or 1.5/6.7 or 1 or 1.33 or 2
BEGINNING GOLF III
Recommended Preparation: PE 20
Review of Beginning Golf I, skills, strategy, and individual stroke analysis. A combination of PE 20, 21, 22, and 23 may be taken four times. R A 3
Course Prefix  Course Number  Title  Hours Per Week
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ACCT  220  Introduction to Financial Planning  3/3/0

<table>
<thead>
<tr>
<th>COURSES</th>
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<tbody>
<tr>
<td>PE 22</td>
</tr>
<tr>
<td>INTERMEDIATE GOLF</td>
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<tr>
<td>Recommended Preparation: PE 21 or equivalent.</td>
</tr>
<tr>
<td>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, and golfing strategy will also be covered. A combination of PE 20, 21, 22, and 23 may be taken four times. R A 3</td>
</tr>
</tbody>
</table>

| PE 23  | 1 or 1.5/.67 or 1/1.33 or 2 |
| 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 are 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, and 23 may be taken four times. R A 3 |

| PE 24  | 1 or 1.5/.67 or 1/1.33 or 2 |
| BEGINNING TENNIS I |
| Presentation of the official doubles and singles games, including forehand and backhand strokes, serve, basic strategy, footwork, and etiquette. A combination of PE 24, 25, 26, and 27 may be taken four times. R A 3 |

| PE 25  | 1 or 1.5/.67 or 1/1.33 or 2 |
| 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, and 27 may be taken four times. R A 3 |

| PE 26  | 1 or 1.5/.67 or 1/1.33 or 2 |
| 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, and 27 may be taken four times. R A 3 |

| PE 27  | 1 or 1.5/.67 or 1/1.33 or 2 |
| 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, and 27 may be taken four times. R A 3 |

| PE 28  | 1 or 1.5/.67 or 1/1.33 or 2 |
| YOGA |
| 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  | 1 or 1.5/.67 or 1/1.33 or 2 |
| TAI CHI CH’UAN |
| Introduction to fundamental principles and basic movements of 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 30  | 1 or 1.5/.67 or 1/1.33 or 2 |
| ADVANCED TRACK AND FIELD |
| Recommended Preparation: Participation on Interscholastic Track and Field or Cross Country Team or equivalent experience. |
| Designed for those students of advanced ability in track and field or cross country running who have competed on an interscholastic team or equivalent. Fundamentals of all events will be stressed. Recommended for physical education majors and those interested in intercollegiate competition. R E 3 |

| PE 31  | 1 or 2/1.5 or 1/1 or 2 |
| MUSCLE TONING FOR WOMEN |
| For women of any age and fitness level desiring development of muscular fitness. Will help students who are starting a muscle toning program or wanting to improve an existing training regimen. |
| Topics will include the benefits and principles of muscle fitness, prevention of osteoporosis, myths and misconceptions of training, nutrition, safety, equipment, and individual programs for lifetime fitness. R E 3 |

| PE 32  | 1 or 1.5/0/2 or 3 |
| INTRAMURAL ACTIVITIES |
| Participation in individual and team sports, including coeducational. Sports offered may include volleyball, racquetball, tennis, basketball, weightlifting, archery, and golf. R E 3 |

| PE 33  | 1/5/1.5 |
| BEGINNING SURFING I |
| Limitation: Must pass swim test. |
| Recommended Preparation: PE 32. |
| Designed to meet the needs of the beginning surfer. Dry land instruction will cover such topics as: historical perspectives of surfing, ocean safety, surfing etiquette, wave selection, proper paddling, and appropriate take-off procedures. The student will be required to provide their own equipment and display an understanding of appropriate surfing equipment. A combination of PE 33, 34, 35, and 36 may be taken four times. R A 3 |

| PE 34  | 1/5/1.5 |
| BEGINNING SURFING II |
| Limitation: Must pass swim test. |
| Recommended Preparation: PE 33. |
| Provides beginning surfers with the knowledge and skills to become more confident and competent in their surfing ability. Covers basic ocean first aid, understanding marine life, basic turns, drops, angles, negotiating big sets with various rolls and turns, and surfing a complete wave ending in kicking out. Students will provide their own equipment. A combination of PE 33, 34, 35, and 36 may be taken four times. R A 3 |

| PE 35  | 1/5/1.5 |
| INTERMEDIATE SURFING |
| Limitation: Must pass swim test. |
| Recommended Preparation: PE 34. |
| Designed for the surfer who can negotiate waves and do basic turns on a consistent basis. Ocean knowledge such as currents, wave development, wind pattern, and ocean floor terrain will be presented. Surfers will be taught such short and longboard maneuvers as: Duck dive, cutback, "off the lip," roundhouse, sidleslip, crossover, and walk to nose. Students will become confident in riding surf four feet and larger. Students will be required to provide their own equipment. A combination of PE 33, 34, 35, and 36 may be taken four times. R A 3 |

<p>| PE 36  | 1/5/1.5 |
| ADVANCED SURFING |
| Limitation: Must pass swim test. |
| Recommended Preparation: PE 35. |
| Designed to meet the needs of the advanced surfer interested in extreme maneuvers and competing at the collegiate level. Students will provide their own equipment. A combination of PE 33, 34, 35, and 36 may be taken four times. R A 3 |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Prerequisite</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>PE 65</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
<td>Pilates Conditioning introduces the fundamentals of non-impact exercise emphasizing the principles of Joseph Pilates. Classes provide the dancer and nondancer with exercises to improve abdominal and back strength, flexibility, and postural alignment. Pilates involves integrating the physical and mental aspects of movement in order to counter-balance weakness and correct imbalances in the body.</td>
</tr>
<tr>
<td>PE 40</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
<td>Power Yoga Recommended Preparation: PE 28 Blending the principles and practices of Hatha Yoga, Astanga Yoga, and Pilates techniques for total body fitness. Practice will include Hatha Yoga for flexibility and body balance, Astanga Yoga focusing on strength and cardiovascular training, and Pilates techniques to increase concentration and core stabilization.</td>
</tr>
<tr>
<td>PE 41</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
<td>Beginning Soccer Designed to teach modified softball and knowledge of rules.</td>
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<tr>
<td>PE 42</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
<td>Intermediate Soccer Designed to introduce advanced skills necessary for playing competitive volleyball. Skills covered include basic skills, face off, court positioning, rolls, dives, and team strategy, both offensive and defensive.</td>
</tr>
<tr>
<td>PE 43</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
<td>Advanced Swimming and Diving 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.</td>
</tr>
<tr>
<td>PE 44</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
<td>Aquatic Conditioning Recommended Preparation: Basic swimming ability Designed to develop and maintain physical fitness through swimming. Emphasis will be placed on endurance training for improved cardiovascular fitness.</td>
</tr>
<tr>
<td>PE 45</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
<td>Advanced Water Polo Recommended Preparation: IA 7 or 8 or 14 or 18 Designed for students of advanced ability in water polo who have competed on an intercollegiate water polo team or equivalent. Fundamentals in all aspects of play will be stressed. Recommended for Physical Education majors and those interested in intercollegiate competition.</td>
</tr>
<tr>
<td>PE 49</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
<td>Aerobics Recommended Preparation: PE 40 Aerobic dance is a fitness program which combines vigorous aerobic dance with a variety of musical rhythms. Also listed as DANC 50. Credit given in either area, not both.</td>
</tr>
<tr>
<td>PE 50</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
<td>Coed Softball—Slow Pitch Designed to teach modified softball (slow pitch) for men and women. Fundamentals of offense, defense, basic drills, and team play will be emphasized.</td>
</tr>
<tr>
<td>PE 66</td>
<td>1/1.5/1.5</td>
<td>Advanced Swimming and Diving 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.</td>
</tr>
</tbody>
</table>
PE 80 1 or 1.5/6.7 or 1/1.33 or 2
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, defense, and kicking skills, as well as advanced strategies will be stressed. Recommended for physical education majors and those interested in intercollegiate competition. R E 3

PE 90 1 or 1.5/6.7 or 1/1.33 or 2
SELF-DEFENSE (COED)
Techniques of basic self-defense recommended for both men and women. R E 3

PE 93 1 or 1.5/6.7 or 1/1.33 or 2
KARATE
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. R E 3

PE 94 1 or 1.5/6.7 or 1/1.33 or 2
AIKIDO
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 reflects. Mentally it develops coordination, determination, responsibility, and etiquette. R E 3

PE 107 1/1/0
SURVEY AND ASSESSMENT OF FITNESS
An assessment of the physical condition of the student which includes testing and evaluation of muscular strength and endurance, flexibility, body composition, cardiovascular endurance, skill-related fitness, and aquatic ability. Personality factors will be studied to learn more about stress reduction and lifestyle changes. Information regarding nutrition, weight management, and personal program for lifetime fitness will be presented. Different testing and assessment techniques will be used in this course.

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Special Topics

PE 220 3/3/0
Introduction to Financial Planning

PPE 1 3/3/0
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 from a broad theoretical and practical perspective.

PPE 2 3/3/0
FUNDAMENTALS OF HUMAN MOVEMENT
Designed to give the student an overview of the basic scientific principles of human movement related to various forms of sport and exercise. Fundamentals of anatomy, exercise physiology, biomechanics and motor control will be presented in class with the goal of improving physical performance. Analyses of movements involved in various activities will be performed using demonstration, videography and student participation.

PPE 3 3/3/0
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 3/3/0
PRINCIPLES AND FUNDAMENTALS OF COACHING
Emphasizes 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 105 3/3/0
MENTAL SIDE OF SPORTS
Deals into the connection between the mental and physical aspects of competition and the ways to enhance one’s performance. Stress-reduction techniques, visualization, imagery, and goal setting will be covered, as will training methods for both the body and the mind. The course is designed for both the weekend athlete and the serious intercollegiate competitor.

PPE 117 2.5/0/5
SKILLS, TECHNIQUES, AND THEORY OF SONGLEADING AND CHEERLEADING
Designed for song and yell leaders or physical education and recreation majors. Instruction, practice, and evaluation of song and cheerleading Fieldwork may be required. R E 3
Physics

PHYS 2A 4/3/3
INTRODUCTION TO PHYSICS
Prerequisite: MATH 124
Recommended Preparation: PHYS 20 or high school physics
This course is intended for students in the sciences and related subjects who are required to complete a physics course based on pre-calculus mathematics. The course is a study of mechanics, vibration and waves, fluids, and thermodynamics. Topics include kinematics and dynamics in one and two dimensions, Newton’s Laws of motion, energy and momentum, conservation principles, statics, kinematics and dynamics of rotation, elasticity, Hook’s Law, simple harmonic motions, wave behavior, interference and standing waves, properties of fluids, Pascal’s and Bernoulli’s principles, temperature, heat caloriometry, the gas laws, and the laws of thermodynamics. Selected applications of calculus will be developed.

PHYS 2B 4/3/3
INTRODUCTION TO PHYSICS
Prerequisite: PHYS 2A
A continuation course from PHYS 2A. Study of electrostatics, electromagnetism, optics atomic and nuclear physics. Topics include electric charge, fields, circuits, electromagnetic induction, electromagnetic waves, electric applications, lenses and mirrors, wave optics, optical applications, waves and particles, special relativity, the Bohr atom, quantum concepts, the nucleus, nuclear processes and energy.

PHYS 4A 4/3/3
GENERAL PHYSICS
Prerequisite: MATH 3A
Recommended Preparation: CS 1A and PHYS 20 or high school physics
A calculus-based introduction to classical mechanics. Space and time, straight-line kinematics, motion in a plane, forces and equilibrium, basis of Newton’s Laws, particle dynamics, universal gravitation, collisions and conservation laws, work and potential energy, relativistic kinematics and dynamics; vibrational motion; conservative forces; inertial and non-inertial frames, central-force motions, rigid bodies, and rotational dynamics are studied.

PHYS 4B 4/3/3
GENERAL PHYSICS
Prerequisite: PHYS 4A
A calculus-based introduction to classical electromagnetism. Electrostatic force, electrostatics, current and magnetic force, magnetic fields, electromagnetic induction, electromagnetic radiation and waves, interaction of radiation and matter are studied.

PHYS 4C 4/3/3
GENERAL PHYSICS
Prerequisite: PHYS 4A
A calculus-based introduction to modern physics, including thermodynamics and Special Relativity. Kinetic theory, thermodynamics, wave interference, optics, and Special Relativity, wave nature of matter, quantum theory and the hydrogen atom, atomic physics, nuclear physics, astrophysics and particle physics.

PHYS 20 4/3/3
THE IDEAS AND EVENTS OF PHYSICS
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 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. RE 3

Political Science

PS 1 3/3/0
AMERICAN GOVERNMENT
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 2 3/3/0
AMERICAN POLITICS
Investigates the different aspects of the American political system. The party system, elections, the media, and electoral reform are some of the topics discussed. The course deals with the issues raised in the most current literature in the field of political science.

PS 3 3/3/0
CALIFORNIA GOVERNMENT AND POLITICS
An examination of the state and local structures and politics of California and the major issues facing California today. Includes comparisons with the politics and governments in other states.

PS 4 3/3/0
INTRODUCTION TO POLITICAL SCIENCE
An introduction to the study of politics. The course is designed to familiarize the student with the basic systems, ideologies, and models of political analysis.

PS 10 3/3/0
INTRODUCTION TO POLITICAL THEORY
A survey and analysis of selected political theorists and concepts. Ancient, classical, medieval, Renaissance, and modern political theory will be studied. The lineage of political concepts such as justice, freedom, power, and property will be traced as they evolved over time. Ideal for Honors Program students and political science majors.

PS 11 3/3/0
WORLD POLITICAL ECONOMICS
Focuses on the relations between the political and economic systems of worldwide government. 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 Africa, Europe, the Pacific Rim, the Middle East, Latin America, the Soviet Union, China, and the United States. Also listed as ECON 11. Credit given in either area, not both.

PS 12 3/3/0
COMPARATIVE POLITICS AND GOVERNMENT
Comparison of different political systems with analysis of governmental institutions and political processes. Description and explanation of different combinations of events and structures found in the politics of various societies.

PS 14 3/3/0
INTERNATIONAL RELATIONS
An examination of contemporary world trends with emphasis on conflict and problem areas.

PS 17 3/3/0
LATIN AMERICAN POLITICS AND GOVERNMENT
Contemporary analysis of selected Latin American governments with emphasis on comparing and contrasting the types of politics emerging with our neighbors to the south. Focus will be on Mexico, Cuba, Chile, Brazil, and Argentina.
PS 80  INTRODUCTION TO CONTEMPORARY AFRICA
A survey of African history from ancient Egypt to the present. Focus will be on the nature of early African empires and societies, the impact of the slave trade, responses to imperial conquest and colonial rule, the rise of nationalist movements and the regaining of political independence, and the contemporary challenges facing post-colonial African states and peoples. Also listed as HIST 80. Credit given in either area, not both.

PSYC 1  INTRODUCTION TO PSYCHOLOGY
The basic psychological concepts underlying human and animal behavior in such areas as learning, motivation, perception, growth and development, personality, and social behavior. Course may be offered by mediated mode of instruction.

PSYC 2  RESEARCH METHODS IN PSYCHOLOGY
Prerequisite: PSYC 1
Introduction to basic research methods in psychology. The course will focus on theoretical and applied research methods, with emphasis on critical analysis of experimental research design and data interpretation and introduction to scientific method in relation to answering questions about behavior.

PSYC 3  PHYSIOLOGICAL PSYCHOLOGY
Prerequisite: PSYC 1
An introduction to the study of physiological and behavioral aspects of human sexual behavior, including the roles of neuroanatomy, endocrinology, and pharmacology in the regulation of sexual behavior and psychological functions in humans.

PSYC 5  PSYCHOLOGICAL ASPECTS OF HUMAN SEXUALITY
Recommended Preparation: PSYC 1
A thorough examination of the fundamentals of the development and practice of sexuality in the human being. The course examines the historical, psychological, and psychosocial aspects of human sexuality from childhood to old age. The course will specifically examine human sexual anatomy, fulfillment differences between males and females, sexual dysfunction and corrective therapy.

PSYC 16  PSYCHOLOGY OF PREJUDICE
Recommended Preparation: PSYC 1
Psychologically-relevant research and theories relating to prejudice and discrimination will be considered. Special emphasis is given to research on African American, Mexican American, Asian American, Native American, and Jewish cultures. Topics include institutional racism and discrimination, reverse discrimination, culture, ethnicity, gender, language, and historical victims of prejudice and discrimination.

PSYC 21  THE PSYCHOLOGY OF WOMEN
Introduction to the psychology of women. Topics include gender similarities and differences and gender roles; psychological, biological, and social origins. Also covered are contemporary social issues. Throughout the course there will be emphasis on how psychology has studied women and the ways scientific and cultural assumptions about the sexes are reflected in psychological research.

PSYC 30  SOCIAL PSYCHOLOGY
Prerequisite: PSYC 1 or SOC 1
A general survey of some of the major areas of interpersonal behavior: affiliation, aggression, social influence, attitudes, groups, social norms, and personality. Also listed as SOC 30. Credit given in either area, not both.
PSYC 35
PSYCHOLOGY OF PERSONALITY
Prerequisite: PSYC 1
An introduction to different theoretical approaches to the study of personality. Both theory and empirical investigations will be employed as a basis for arriving at integrated concepts of the nature of personality development.

PSYC 37
ABNORMAL BEHAVIOR
Prerequisite: PSYC 1
An introduction to descriptive and explanatory study of psychoses, neuroses, character disorders, and other abnormal personality patterns.

PSYC 106
BEHAVIOR MODIFICATION
Recommended Preparation: PSYC 1
Principles of learning theory and application to human behavior analysis.

PSYC 150
INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Evaluates the role and objectives of the practitioner in the field of organizational/industrial psychology. The psychological principles, theories, and assumptions which guide the human-factors specialist will be examined, including a review and critique of current research.

PSYC 189
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

PSYC 289
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

PSYCHOLOGY OF ADJUSTMENT
Introductory course in adjustment and human relationships; focuses on personality development, interpersonal relationships, human motivation, and the relevance of psychology to social processes and critical developmental issues. Course may be offered by mediated mode of instruction.

PSYC 102
PHARMACY IN HEALTH OCCUPATIONS
Prerequisite: PSYC 1
Recommended Preparation: HSC 101
An introduction to therapeutic drug therapy. Reviews principles of therapeutic pharmacology related to infectious processes and gastrointestinal, psychiatric, neuromuscular, and nervous-system disorders. Utilizes the prototype approach to identify appropriate drug therapy.

PSYC 103
PSYCHODYNAMICS OF PATIENT CARE
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.

PSYC 104
INTRODUCTION TO THE DESEASED PERSON
Corequisite: PT 205
Principles of learning theory and application to human behavior analysis.

PSYC 106
BEHAVIOR MODIFICATION
Recommended Preparation: PSYC 1
Principles of learning theory and application to human behavior analysis.

PSYC 150
INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Evaluates the role and objectives of the practitioner in the field of organizational/industrial psychology. The psychological principles, theories, and assumptions which guide the human-factors specialist will be examined, including a review and critique of current research.

PSYC 189
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

PSYC 289
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Psychiatric Technology

PT 100
PRINCIPLES OF PHARMACOLOGY
Recommended Preparation: HSC 101
Introduces principles of therapeutic pharmacology, pharmaceutical calculations, drug names, classifications, actions, and interactions. Utilizes the prototype approach to identify appropriate drug therapy for common medical disorders.

PT 101
INTRODUCTION TO THE DEVELOPMENTALLY DISABLED PERSON
Corequisite: PT 205
Principles of learning theory and application to human behavior analysis.

PT 205
INTRODUCTION TO THE DEVELOPMENTAL DISABILITIES
Corequisite: PT 201
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.

PT 206
CARE OF THE PERSON WITH DEVELOPMENTAL DISABILITIES
Corequisite: PT 201
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.

PT 214
CLINICAL FUNDAMENTALS OF NURSING FOR PSYCHIATRIC TECHNICIANS
Prerequisite: Admission to the Psychiatric Technician program
Corequisite: PT 215, 221, and 222
Laboratory and clinical experience in providing health care at a beginning level for hospitalized medical and surgical clients. (Formerly PT 221C)
PT 219 2.5/0/7.5
CARE OF THE NEUROTIC PATIENT
Limitation: Admission to the Psychiatric Technician program and concurrent enrollment in PT 229
Corequisite: PT 218
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. Completion partially meets the clinical requirement of the State Board of Psychiatric Technician Examiners.

PT 221 2.5/2.5/0
FUNDAMENTALS OF NURSING FOR PSYCHIATRIC TECHNICIANS
Prerequisite: Admission to the Psychiatric Technician program
Corequisite: PT 214, 215 and 222
Provides principles 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.

PT 222 3/3/0
MEDICAL-SURGICAL NURSING FOR PSYCHIATRIC TECHNICIANS
Prerequisite: Admission to the Psychiatric Technician program
Corequisite: PT 214, 215, and 221
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: neurologic functioning, the senses, oxygenation, fluid and electrolytes, endocrine function, nutrition, elimination, exercise and rest, and protective function. Additionally, the following special-care areas will be covered: cancer care, care of the patient requiring surgical intervention, and care of the geriatric patient.

PT 228 2.5/2.5/0
NEUROPSYCHIATRIC CONCEPTS IN THE PSYCHOTIC PATIENT
Corequisite: PT 229
Emphasizes psychological and sociocultural concepts used in planning care for mentally ill clients suffering from a psychosis. Development of therapeutic communication skills through actual practice and focusing on care of clients with thought and affective disorders.

PT 229 2.5/2.5/0
NEUROPSYCHIATRIC CONCEPTS IN THE NEUROTIC PATIENT
Corequisite: PT 228
Emphasizes psychological and sociocultural concepts used in planning care for mentally ill clients suffering from a neurosis. Development of interviewing and group counseling skills is a focus. Students will be introduced to the care and treatment of persons with organic brain syndrome, chemical dependency problems, anxiety, and personality disorders.

PT 289 1.5/4.5/4.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. RE 3

Real Estate
RE 122 3/3/0
REAL ESTATE OFFICE MANAGEMENT
Recommended Preparation: RE 170 or a Real Estate Salesperson License
Assists students in selecting a place of employment and evaluating techniques of working with people. Studies the logistics of establishing an office, including equipment, salespersons, support management, cost control, accounting, office policies, compensation, training, advertising, public relations, diversification, management, law, and public relations. Applies toward the State's elective educational requirements for the 18-month completion of the Real Estate Salesperson License. Also applies toward the state's elective educational requirements for the broker's examination. Course may be offered by mediated mode of instruction.

RE 170 3/3/0
REAL ESTATE PRINCIPLES
The fundamental real estate course covering the basic laws and principles of California real estate. It provides the background and terminology necessary for advanced study in specialized courses. Required for those preparing for the state Real Estate Salesperson License examination. Applies toward state's elective educational requirements for the broker's examination, Department of Real Estate (DRE) basic education, and Office of Real Estate Appraisers (OREA) basic and continuing education. Course may be offered by mediated mode of instruction.

RE 172 3/3/0
REAL ESTATE PRACTICE
Recommended Preparation: RE 170
Day-to-day ethical operations in real estate sales and brokerage, including listing, prospecting, advertising, financing, sales techniques, and escrow. Applies toward state's educational requirements for the 18-month completion of the Real Estate Salesperson License. Applies toward the state's core educational requirements for the broker's examination. Applies toward Department of Real Estate (DRE) basic education and Office of Real Estate Appraisers (OREA) basic and continuing education. Course may be offered by mediated mode of instruction.

RE 174 3/3/0
LEGAL ASPECTS OF REAL ESTATE
Recommended Preparation: RE 170
A study of California real estate law, including rights incident to property ownership and management, agency, and contracts. Also includes application to real estate transfer, conveyancing, probate proceedings, trust deeds, and foreclosures, as well as recent legislation governing real estate transactions. Applies toward State's elective educational requirements for the 18-month completion of the Real Estate Salesperson License. Applies toward state's core educational requirements for the broker's examination. Applies toward Department of Real Estate (DRE) basic education. Course may be offered by mediated mode of instruction.
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**REAL ESTATE FINANCE**
- Recommended Preparation: RE 170
- Analysis of real estate financing, including lending policies and problems in financing transactions in residential, apartment, commercial, and special-purpose properties. Methods of financing properties are emphasized. Applications 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. 
- Applications toward Department of Real Estate (DRE) basic education. 
- Recommended Preparation: RE 170
- Course may be offered by mediated mode of instruction. 

**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. 
- Applications toward State's elective educational requirements for the 18-month completion of the Real Estate Salesperson License. 
- Applications toward state's core educational requirements for the broker's examination. 
- Applications toward Department of Real Estate (DRE) continuing education hours and/or basic education. 
- Applications toward Office of Real Estate Appraisers (OREA) basic and continuing education. 
- Course may be offered by mediated mode of instruction. 

**REAL ESTATE APPRAISAL II**
- Recommended Preparation: RE 170
- An advanced course in real estate appraisal with emphasis on investment-property appraisal. Includes the appraisal of certain types of apartment properties. Concepts of loan appraisal and various methods of appraisal are delineated and are included in a student project. 
- Applications toward state's core educational requirements for the broker's examination. 

**REAL ESTATE ECONOMICS**
- Recommended Preparation: RE 170
- Covers trends and factors which affect the value of real estate: the nature and classification of land economics: the development of property, construction, and subdivisions; economic values and real estate evaluation; real estate cycles and business fluctuations; residential market trends; property and special-purpose property trends. 
- Applications toward state's elective educational requirements for the 18-month completion of the Real Estate Salesperson License. 
- Applications toward state's core educational requirements for the broker's examination. 
- Course may be offered by mediated mode of instruction. 

**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. 
- Applications toward the state's elective educational requirements for the 18-month completion of the Real Estate Salesperson License. 
- Applications toward Department of Real Estate (DRE) basic education. 
- Course may be offered by mediated mode of instruction. 

**ESCRROW**
- Provides primary information about escrow. Topics include terminology, documentation, related service fields, fiduciary, and ethical responsibilities, as well as how to open, execute, and close a simple escrow. 
- The course will not qualify the student as an escrow officer. 
- Applications 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. 

**SPECIAL TOPICS**
- The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. 
- The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. 

**INTRODUCTION TO RECREATION**
- Nature, scope, and significance of leisure and recreation to contemporary society with emphasis on the role of the professional leader in organizing community and other programs of recreation.
SL 1 4/4/0
AMERICAN SIGN LANGUAGE I
Beginning study of American Sign Language (ASL) fundamentals emphasizing comprehension skills, basic information relating to deaf culture, and beginning grammatical structure. Provider-approved by the California Board of Registered Nursing, Provider Number CEP 60 for 30 contact hours. Equivalent to 2-year high school ASL. (Formerly SL 32)

SL 2 4/4/0
AMERICAN SIGN LANGUAGE II
Prerequisite: SL 1
Continuing study of a merican Sign Language (ASL) fundamentals emphasizing comprehension skills, intermediate grammatical structures, beginning practice in expressive aspects of language, and exposure to deaf culture. Provider-approved by the California Board of Registered Nursing, Provider Number CEP 60 for 30 contact hours. (Formerly SL 33)

SL 3 4/4/0
AMERICAN SIGN LANGUAGE III
Prerequisite: SL 2
Continuation of American Sign Language (ASL) shifting focus from comprehension to sign production. Includes advanced grammatical structures, with emphasis on advanced expressive skills. Provider-approved by the California Board of Registered Nursing, Provider Number CEP 60 for 30 contact hours. (Formerly SL 34)

SL 4 4/4/0
AMERICAN SIGN LANGUAGE IV
Prerequisite: SL 3
Emphasizing advanced expressive/conversational skills in American Sign Language (ASL). Develops fluency and a continued focus on grammatical and cultural features. Provider-approved by the California Board of Registered Nursing, Provider Number CEP 60 for 30 contact hours. (Formerly SL 35)

SL 101 3/3/0
DEAF PEOPLE IN THE COMMUNITY
Designed for those interested in sociology of deafness as it relates to the culture of people in the community. Emphasis is also on the history and evolution of education of the hearing-impaired. (Formerly SL 128)

SL 102 3/3/0
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 interpreting and as well as for hearing-impaired persons who desire more information. Provider-approved by the California Board of Registered Nursing, Provider Number CEP 60 for 30 contact hours. (Formerly SL 137)

SL 103 3/3/0
SIGN LANGUAGE INTERPRETING I
Prerequisite: SL 4
Corequisite: SL 104
Prepares students with sign language skills for entry-level interpreting in various settings. Includes consideration of styles and techniques of interpreting, ethics, and the role of the interpreter for the deaf. Provider approved by the California Board of Registered Nursing, Provider Number CEP 60 for 30 contact hours. (Formerly SL 136)

SL 104 1/2/0
SIGN LANGUAGE INTERPRETING I LAB
Prerequisite: SL 4
Corequisite: SL 103
Provides advanced practice and review for interpreting for the deaf in a variety of settings. Emphasis will be placed on preparation for interpreter evaluation. (Formerly SL 138) R E 3

SL 105 3/3/0
SIGN LANGUAGE INTERPRETING II
Prerequisite: SL 103
Corequisite: SL 106
Prepares 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. (Formerly SL 140)

SL 106 1/2/0
SIGN LANGUAGE INTERPRETING II LAB
Prerequisite: SL 103
Corequisite: SL 105
Provides practice in interpreting for the deaf for students enrolled in the advanced interpreting course. (Formerly SL 139) R E 3

SL 107 3/3/0
INTERPRETING SIGN TO VOICE
Prerequisite: SL 105
Provides students with advanced interpreting skills, utilizing a demonstration-lecture format. Emphasizes reverse interpreting. (Formerly SL 141)

SL 189 5.4/5.4/5.9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

SL 289 5.4/5.4/5.9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

SOC 1 3/3/0
INTRODUCTION TO SOCIOLOGY
Emphasizes 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 3/3/0
SOCIAL PROBLEMS
Emphasis on the extent, causes, and consequences of a number of social problems: crime, juvenile delinquency, family disorganization, and race relations.

SOC 4 3/3/0
INTRO TO CHICANA/O LATINA/O STUDIES IN CONTEMPORARY SOCIETY
Surveys Chicana/o Latina/o heritage and culture and participation and contribution to the general culture of the United States. Focuses on customs, economic, political, social, artistic, and literary development of Chicanas/os Latinas/os in the American experience.
SPECIAL TOPICS
SOC 289 .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 a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

SOC 10
INTRODUCTION TO MARRIAGE AND THE FAMILY
Emphasis on kinship systems, mate selection, and child-rearing practices, as well as the family in relation to social change. Course may be offered by mediated mode of instruction.

SOC 20
ETHNIC CULTURES OF THE UNITED STATES
A general overview of the sociological, psychological, and historical background of selected ethnic groups in the United States. Also listed as HIST 20. Credit given in either area, not both.

SOC 21
WOMEN IN CONTEMPORARY SOCIETY
An introductory survey of the lives and roles of women in contemporary society. Topics covered include sexuality and intimate relationships, crime and deviance, work, religion, politics, and the changing construction of the American family.

SOC 25
SOCIAL STRATIFICATION
Recommended Preparation: SOC 1
An examination of the American social-class structures and their functions. Different styles of life, determinants of class status, vertical social mobility, and changes in class systems are discussed and evaluated.

SOC 30
SOCIAL PSYCHOLOGY
Prerequisite: PSYC 1 or SOC 1
A general survey of some of the major areas of interpersonal behavior, affiliation, aggression, social influence, attitudes, groups, social norms, and personality. Also listed as PSYC 30. Credit given in either area, not both.

SOC 189 .5-4/.5-4/.5-9

SOC 1
ELEMENTARY SPANISH
Corequisite: SPAN 999A
Recommended Preparation: College-level reading ability
Designed to develop the fundamentals of communicative competence in daily spoken Spanish. Emphasizes fluency in speaking, reading, and writing skills. Course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

SPAN 1
INTERMEDIATE SPANISH
Corequisite: SPAN 999B
Prerequisite: SPAN 1 or 1B or two years of high school Spanish
 combination of SPAN 1A and 1B is equivalent to two years high school Spanish.

SPAN 1A
INTRODUCTORY ELEMENTARY SPANISH
Corequisite: SPAN 999A
Recommended Preparation: College-level reading ability
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, SPAN 1B, students may enroll in the second semester of a normally paced language program. Combination of SPAN 1A and 1B is equivalent to two years high school Spanish.

SPAN 1B
CONTINUING ELEMENTARY SPANISH
Corequisite: SPAN 999B
Prerequisite: SPAN 1 or 1B
Study of the Spanish language and culture.

SPAN 3
INTERMEDIATE SPANISH
Corequisite: SPAN 999B
Recommended Preparation: College-level reading ability
Designed to further the fundamentals of communicative competence in daily spoken Spanish. Emphasizes fluency in speaking, reading, and writing skills. Course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

SPAN 5
SPANISH FOR SPANISH SPEAKERS
Prerequisite: Knowledge of Spanish
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.

Spanish
### SPAN 6 
**INTERMEDIATE SPANISH GRAMMAR AND COMPOSITION**  
**Course Prefix:** SPAN  
**Course Number:** 4  
**Course Title:** 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. Continues to refine speaking and listening skills.  
**Lecture Hours Per Week:** R E 1  
**Lab Hours Per Week:**  
**Corequisite:** SPAN 1, 1A, 1B, 2  
**Recommended Preparation:** SPAN 2 or three years of high school Spanish  
**Prerequisite:** SPAN 2 or three years of high school Spanish  
**Description:** Designed to develop fluency in Spanish. The emphasis is on both formal and informal expression and conversation in Spanish.  
**Units:** 3/3/0  

### SPAN 20A 
**CIVILIZATION OF SPAIN THROUGH 1898**  
**Course Prefix:** SPAN  
**Course Number:** 2  
**Course Title:** Focuses on the geography, history, and institutions of Spain, life and culture of the people, literature, music, and art. Conducted in Spanish.  
**Lecture Hours Per Week:** R E 3  
**Lab Hours Per Week:**  
**Corequisite:** SPAN 1, 1A, 1B, 2  
**Recommended Preparation:** SPAN 2 or three years of high school Spanish  
**Prerequisite:** SPAN 2 or three years of high school Spanish  
**Description:** Designed to develop fluency in Spanish. The emphasis is on both formal and informal expression and conversation in Spanish.  
**Units:** 3/3/0  

### SPAN 20B 
**CIVILIZATION OF SPAIN 1898 TO PRESENT**  
**Course Prefix:** SPAN  
**Course Number:** 2  
**Course Title:** Focuses on the geography, history, and institutions of Spain, life and culture of the people, literature, music, and art. Conducted in Spanish.  
**Lecture Hours Per Week:** R E 3  
**Lab Hours Per Week:**  
**Corequisite:** SPAN 1, 1A, 1B, 2  
**Recommended Preparation:** SPAN 2 or three years of high school Spanish  
**Prerequisite:** SPAN 2 or three years of high school Spanish  
**Description:** Designed to develop fluency in Spanish. The emphasis is on both formal and informal expression and conversation in Spanish.  
**Units:** 3/3/0  

### SPAN 211 
**SPANISH FOR BUSINESS PURPOSES**  
**Course Prefix:** SPAN  
**Course Number:** 4  
**Course Title:** Recommended Preparation: SPAN 1 and 2  
**Course Description:** Concentrates on practical, commercial, technical, and business-related Spanish and is designed for the particular needs of American business students and employees who intend to work, or are already working, in international business.  
**Lecture Hours Per Week:** R E 1  
**Lab Hours Per Week:**  
**Corequisite:** SPAN 1, 1A, 1B, 2  
**Recommended Preparation:** SPAN 2 or three years of high school Spanish  
**Prerequisite:** SPAN 2 or three years of high school Spanish  
**Description:** Designed to develop fluency in Spanish. The emphasis is on both formal and informal expression and conversation in Spanish.  
**Units:** 3/3/0  

### SE 112 
**EXCEPTIONAL CHILDREN**  
**Course Prefix:** SE  
**Course Number:** 3  
**Course Title:** An introduction to special education. This course offers a survey and study of various characteristics of exceptional children. R A 3  
**Lecture Hours Per Week:**  
**Corequisite:** SPAN 1, 1A, 1B, 2  
**Recommended Preparation:** SPAN 2 or three years of high school Spanish  
**Prerequisite:** SPAN 2 or three years of high school Spanish  
**Description:** Designed to develop fluency in Spanish. The emphasis is on both formal and informal expression and conversation in Spanish.  
**Units:** 3/3/0  

### SE 289 
**SPECIAL TOPICS**  
**Course Prefix:** SE  
**Course Number:** 3  
**Course Title:** The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course.  
**Lecture Hours Per Week:** R E 3  
**Corequisite:** SPAN 1, 1A, 1B, 2  
**Recommended Preparation:** SPAN 2 or three years of high school Spanish  
**Prerequisite:** SPAN 2 or three years of high school Spanish  
**Description:** Designed to develop fluency in Spanish. The emphasis is on both formal and informal expression and conversation in Spanish.  
**Units:** 3/3/0  

### SE 199 
**SPECIAL TOPICS**  
**Course Prefix:** SE  
**Course Number:** 3  
**Course Title:** The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course.  
**Lecture Hours Per Week:** R E 3  
**Corequisite:** SPAN 1, 1A, 1B, 2  
**Recommended Preparation:** SPAN 2 or three years of high school Spanish  
**Prerequisite:** SPAN 2 or three years of high school Spanish  
**Description:** Designed to develop fluency in Spanish. The emphasis is on both formal and informal expression and conversation in Spanish.  
**Units:** .5-4/.5-4/.5-9
Special Services

SPS 115 ALTERNATIVE LEARNING STRATEGIES 3/3/0
Recommended Preparation: Diagnostic assessment
This course provides students with learning disabilities an opportunity to identify their individual learning styles and to develop effective individualized study and test-taking strategies. The course introduces learning disability terms and concepts and various learning modes and encourages students to explore alternative learning strategies and study techniques.

SPS 205 PERSONAL AWARENESS AND SUCCESS STRATEGIES 3/3/0
Recommended Preparation: Verification of disability and recommendation of Special Services counselor or specialist
Designed to help students with disabilities achieve goals and improve self-understanding and self-advocacy/communication skills. Includes college success strategies, legal rights and responsibilities, ethics, making wise choices, and utilizing available supportive resources. R E 3

SPS 289 SPECIAL TOPICS .5-4/4-1/5-9
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

SPS 300 EDUCATIONAL ASSESSMENT AND PLANNING 0/5/0
Recommended Preparation: Conference with Special Services counselor or specialist
Designed to assess and evaluate cognitive performance and achievement levels for the purpose of determining eligibility for services. Develops the student education contract/plan and determines appropriate accommodations. Offered on an open-entry/open-exit basis. R E 1

SPS 305 CAREER PLANNING 1.5/1/5/0
Recommended Preparation: Verification of disability
Students explore the essential elements of wise career choices, planning and decision-making, with special attention to the unique concerns and needs of students with disabilities.

SPS 315 LEARNING DEVELOPMENT PRACTICUM .5 or 1 or 1.5/0/1 or 2 or 3
Designed as specialized prescriptive instruction based on individual needs focusing on basic skills development. Structured for the student with learning disabilities and is offered on an open-entry/open-exit, credit/no-credit basis. R E 1

SPS 320A INTRODUCTORY COMPUTATIONAL SKILLS 3/3/0
Recommended Preparation: Verification of disability and conference with disability specialist. A skillful level at 4th grade or above. Designed for students with disabilities. Instruction focuses on the computation and application problem-solving of whole numbers, fractions, and decimals, and on the development of learning and compensatory strategies and techniques that apply to mathematics. R E 1

SPS 320B ADVANCED COMPUTATIONAL SKILLS 3/3/0
Recommended Preparation: Verification of disability and successful completion of SPS 320A
Designed for students with disabilities. Instruction focuses on the computation and application problem-solving of ratios and proportions, percents, the real number system, and introduction to algebra, and on the reinforcement of learning and compensatory strategies and techniques that apply to mathematics. R E 1

SPS 330 WRITING DEVELOPMENT PRACTICUM 3/3/0
Recommended Preparation: Diagnostic assessment
Designed as specialized prescriptive instruction based on diagnosis of individual need in the specific area of written communication. Structured for the student with specific learning disabilities. R E 1

SPS 340 PHONETIC STRUCTURE FOR READING AND SPELLING 3/3/0
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

SPS 345 BEGINNING LIPREADING AND HEARING CONSERVATION 3/3/0
Designed to enable students to develop and practice lipreading skills necessary for social functioning. Helps the student to better understand his or her own hearing loss. R E 1

SPS 346 ADVANCED LIPREADING AND HEARING CONSERVATION 3/3/0
Designed as a continuation of the introductory course. Emphasis will be placed on making use of available auditory and visual cues in social situations. R E 1

SPS 347 BEGINNING LIPREADING AND HEARING CONSERVATION 0/3/0
Designed to enable students to develop and practice lipreading skills necessary for social functioning. Helps students to better understand hearing loss. R E 99

SPS 348 ADVANCED LIPREADING AND HEARING CONSERVATION 0/3/0
Designed as a continuation of the introductory course. Emphasis will be placed on making use of available auditory and visual cues in social situations. R E 99

SPS 350 BEGINNING COMPUTER TECHNOLOGY FOR STUDENTS WITH DISABILITIES 2/1/2
Designed as specialized prescriptive instruction on using computers, software, and access technologies for students with disabilities. R E 1

SPS 351 ADVANCED COMPUTER TECHNOLOGY FOR STUDENTS WITH DISABILITIES 2/1/2
Recommended Preparation: Verification of disability and/or diagnostic assessment
Provides students with physical and/or learning disabilities access to a computer and increasing their productivity. Includes an evaluation of the student's learning and computer access needs followed by individualized or small group instruction in access technology use and adaptive strategies. R E 3

SPS 360 ADAPTIVE COMPUTER ACCESS LAB .5 or 1/0/1 or 2
Recommended Preparation: Verification of disability and/or diagnostic assessment. A ability to work independently with access technology. Provides supervised hands-on opportunities to acquire and reinforce skills using computers, software, and access technology for students with disabilities. R E 3
ACCT 220  Introduction to Financial Planning  3/3/0

Course Prefix Number Title Units Week
RE 2 Repeatability model and number of repeats.

SPECIAL TOPICS

The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Special Studies Workshop

SPSW 1  3/3/0
BUSINESS SCIENCE SPECIAL STUDY WORKSHOP
Involvement in a business or promotional activity provides the opportunity to apply business marketing and management principles and receive valuable experience for future use. Depending on business sector or activity selected each semester, the business experience will differ. R I 3

Speech

SP 1  3/3/0
COMMUNICATION FUNDAMENTALS
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; organizations and development of thought processes; support of ideas; and methods of research, criticism and evaluation. Platform experience required.

SP 2  3/3/0
PERSUASION
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  3/3/0
ARGUMENTATION AND DEBATE
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  3/3/0
GROUP DYNAMICS
Emphasizes the principles and methods of group discussion in learning and problem-solving situations. Study and practice in critical thinking, problem-solving, policy-making and group discussion. Develops skills in group preparation, participation, leadership, and speaking.

SP 5  3/3/0
INTERPERSONAL COMMUNICATION
Introduction to strategies and behaviors in all aspects of the communication process, including interpersonal communication and public speaking. Includes study of dyadic communication, perception, listening skills and non-verbal and verbal communication.

SP 8  3/3/0
GENDER COMMUNICATION
A course which focuses on the interactive relationships between gender and communication designed to enable the student to better understand how communication takes place between men and women in various settings. Study will focus on verbal and nonverbal aspects of communication; social and cultural expectations and roles; and problem analysis and decision-making specific to gender conflict. The course will enable students to appreciate gender differences and to listen and interact more effectively.

SP 20  3/3/0
INTERCULTURAL COMMUNICATIONS
Designed to reveal how culture influences interaction patterns. As people from different communication climates interact, the markings of culture and perception have an impact 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 given in either area, not both.

SP 30  3/3/0
INTRODUCTION TO ORAL INTERPRETATION
A class in the survey of prose, poetry, and drama. Course will focus on the analysis and criticism of literature, examine various interpretive theories within the context of the period written, and will manifest understanding of readings with presentational performance of literary selections. Also listed as TA 30. Credit given in either area, not both.

SP 32  3/3/0
INTERPRETERS' THEATRE
Recommended Preparation: SP 30 or TA 30. Stressing the techniques of script preparation, direction, and staging of literature. Coursework will culminate in a student-performed and directed Readers' / Interpreters' Theatre. Also listed as TA 32. Credit given in either area, not both. Fulfills Humanities requirement.

SP 35  3/3/0
VOICE AND DICTION
Emphasizing principles and practices in vocal and articularatory 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. R E 3

SP 106  1 or 2 or 3/1 or 2 or 3/1 or 2 or 3
FORENSICS ACTIVITY
Emphasizes preparation and presentation of materials for college-sponsored speech and forensic activities, tournaments and festivals, high-school assemblies, and civic organizations. Events include debate, public speaking, and oral interpretation of literature. Participation is required for credit. Offered as open-entry/open-exit. R E 3

SP 189  5-4/5-4/5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3
Theatre Arts

Appreciation and History
- TA 20, 22, 25, 26, 64, 110

Acting
- TA 1, 2, 3, 4, 5, 6, 7, 108, 211, 230

Directing
- TA 10, 11, 12, 210

Readers' Theatre
- TA 30, 32, 35

Rehearsal and Performance
- TA 15, 16, 17, 18, 19, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 113

Technical Production
- TA 40, 41, 42, 43, 44, 45, 114, 130, 142, 230, 231, 232, 233, 234, 235

TA 1 3/2/3

ACTING
Emphasizing the form and content of the art of acting, including pantomime, action, motivation, and beginning scene study with emphasis on improvisation.

TA 2 3/2/3

BEGINNING SCENE STUDY
Recommended Preparation: TA 1
Continuing the emphasis of TA 1 with concentration on scene study, characterization, and ensemble performance, working toward a realization of method of approach.

TA 3 3/2/3

ADVANCED SCENE STUDY
Recommended Preparation: TA 2
Special concentration on scene study; performing scenes from the plays of Ibsen, Chekhov, and Pinter is stressed. Students may also perform in student-directed one-act plays.

TA 4 3/2/3

ACTING STYLES-CLASSICAL
Recommended Preparation: TA 2
Devoted to the training of classical styles, including Greek, Romanesque, Elizabethan, and Commedia del Arte.

TA 5 3/2/3

ACTING STYLES-CONTEMPORARY
Recommended Preparation: TA 2
Devoted to the training of contemporary styles from 1945 to the present, including such styles as Absurdism.

TA 7 3/2/3

ACTING FOR TELEVISION AND FILM
Recommended Preparation: TA 2
Principles and techniques of various performance methods involved in acting for television and motion pictures. Directed exercises and dramatic scenes.

TA 10 3/2/3

MUSICAL THEATRE TECHNIQUES
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.

TA 11 3/2/3

STAGE MOVEMENT
Designed to assist students in using their physical movements to embellish and augment characterization. Principles of mime and pantomime will supplement the concepts of psychological and physical sources of movement.

TA 12 3/3/0

DIRECTING
Recommended Preparation: TA 1
An introduction to the role of the director in modern theatrical production. Study of the director's interpretation of dramatic literature, with emphasis on the communication of intellectual and emotional concepts through composition, picturization, movement, and rhythm.

TA 15 1 or 2/0/3 or 6

REHEARSAL AND PERFORMANCE: DRAMA
Emphasizes the preparation of serious dramatic productions for public performance, including acting, technical, and production management. TA 15 is an open-entry/open-exit course. R E 3

TA 16 1 or 2/0/3 or 6

REHEARSAL AND PERFORMANCE: COMEDY
Emphasizes the preparation of comic productions for public performance, including acting, technical, and production management. TA 16 is an open-entry/open-exit course. R E 3

TA 17 1 or 2/0/3 or 6

REHEARSAL AND PERFORMANCE: MIXED GENRES
Emphasizes the preparation of comic productions of mixed genres for public performance including acting, technical, and production management. TA 17 is an open-entry/open-exit course. R E 3

TA 18 1/0/3

REHEARSAL AND PERFORMANCE: DANCE
Emphasizes the preparation of a dance production, including dance concerts, musical theatre production, and operas. TA 18 is an open-entry/open-exit course. R E 3

TA 19 1 or 2/0/3 or 6

REHEARSAL AND PERFORMANCE: MUSICAL THEATRE
Emphasizes the preparation of musical theatre productions comprised of mixed genres for public performance including acting, technical, and production management. TA 19 is an open-entry/open-exit course. R E 3

TA 20 3/3/0

THEATRE APPRECIATION
A course examining theatre history, the role of the actor and director, and exemplary plays. Attendance at scheduled field trips to community and professional theatre performances and evaluation and criticism of productions are required.

TA 22 3/3/0

MUSICAL THEATRE HISTORY AND APPRECIATION
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.

TA 25 3/3/0

THEATRE HISTORY: PRIMITIVE TO RENAISSANCE
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.

TA 26 3/3/0

THEATRE HISTORY: RENAISSANCE TO CONTEMPORARY
Reading and discussing 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.

TA 30 3/3/0

INTRODUCTION TO ORAL INTERPRETATION
A class in the survey of prose, poetry, and drama. Course will focus on the analysis and criticism of literature, examining various interpretive theories within the context of the period written, and will manifest understanding of readings with presentational performance of literary selections. Also listed as SP 30. Credit given in either area, not both.

TA 32 3/3/2

INTERPRETERS' THEATRE
Recommended Preparation: SP 30 or TA 30
Stressing the techniques of script preparation, direction, and staging of literature. Coursework will culminate in a student-performed and directed Readers'/Theatre. Also listed as SP 32. Credit given in either area, not both. Fulfills Humanities requirement.
TA 35  3/3/0  
VOICE AND DICTION  
Emphasizing principles and practices in vocal and articulatory development and control, drills in phonation, resonance, and vocal variety; drills for clarity; and ease in articulation. Also listed as SP 35. 
Credit given in either area, not both. R E 3

TA 40  3/2/3  
STAGECRAFT  
Principles and techniques of stagecraft, including stage terminology, theatre architecture, scenic construction, painting, tools, materials, and production organization.

TA 41  3/2/3  
STAGE LIGHTING  
Studies the process of lighting design as well as the equipment. Includes reading a light plot, hanging a show, lighting instruments, computer light boards, electricity, color theory, and design.

TA 42  2/1/3  
COSTUME DESIGN  
Involves the study of the principles of costume design, the basic process of design, character analysis, and rendering techniques. A survey of fashion history and study of will be included in the lectures. Crew assignments for major productions will provide instruction in construction techniques.

TA 43  1/0/3  
STAGE MAKE-UP  
A study of theory and practice in make-up for the stage. Emphasis on the development of individual skill in techniques of character analysis, application in pigment, hair design, and selection and use of equipment. Crew assignment for college productions is required and will provide instruction in make-up techniques.

TA 44  2/1/3  
THEATRE SCENERY PAINTING  
A study of the elements of theatrical scenery painting, including historical and present-day methods with practical applications through class efforts of scenery painting, as well as individual scene-painting projects.

TA 45  3/2/3  
SCENE DESIGN  
An introduction to the art of scene design, including an investigation of the elements of design in relation to the aesthetic and dramaturgical demands of theatre art; the interrelationship of theatre design functions; and an analysis of space, movement, mood, period, style, and color. The execution of design ideas through techniques of rendering, model-making, drafting, and presentation.

TA 108  3/2/3  
AUDITION TECHNIQUES  
Emphasizes the process of auditions, cold readings, script analysis, interviews and unprepared scenes. Includes resume writing techniques, interview techniques and casting instruction for the actor.

TA 110  3/3/0  
CHICANO/LATINO THEATRE  
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 “actores”, plays, and documentation to their contributions in the development of the Chicano/Latino Theatre movement.

TA 113  1 or 2/0/3 or 6  
REHEARSAL AND PERFORMANCE: CHILDREN’S THEATRE  
Emphasizes the preparation of play production for the child audience for public performance, including acting, technical, and production management. This course is an open-entry/open-exit course. R E 3

TA 114  3/3/0  
CREATIVE DRAMATICS  
Provides training for teachers, community recreation directors and other leaders of youth groups in the imaginative guidance of improvisational drama created for the personal development of children. Included is consideration of children’s literature in relationship to the needs of each age group, creative leadership techniques, and methods and values of informal drama, activities and materials, and demonstrations of project procedures. Coursework will culminate in a production.

TA 130  3/2/3  
THEATRE MANAGEMENT  
Examines the economic, administrative, and career opportunities in the entertainment business. The student will gain the knowledge of career opportunities in arts and stage management. Students will learn how to market themselves for the entertainment industry.

TA 142  .5 or 1/5 or 1/1 or 2  
THEATRE PRODUCTION  
Covers basic terminology, safety, lighting, and stagecraft equipment and techniques, as well as the production and running of theatrical shows. R E 3

TA 189  5.4-5.4-5.9  
SPECIAL TOPICS  
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

TA 210  3/2/3  
SCENE STUDY FOR AMERICAN MUSICAL THEATRE  
Continuing the emphasis of TA 10, concentrating on scene study, characterization, song repertory, and ensemble performance, working toward a realization of method of approach. R E 3

TA 211  3/2/3  
MUSICAL THEATRE AUDITION TECHNIQUES  
Recommended Preparation: MUS 1, TA 10  
Designed for students preparing to audition for musical theatre productions. Every aspect of the musical audition will be addressed, emphasizing music selection, preparation, and building of repertoire. Individual attention must be given through coaching and weekly performance evaluation. R E 3

TA 246  3/2/3  
THEATRE AUDIOTECHNIQUES  
Explore the role of a sound designer in a theatrical production, from equipment to design. Emphasizes current processes and application through discussion and hands-on training. Class covers recording and reinforcement techniques, mixing, microphones, signal processing, and digital editing.

TA 250  .5 or 1 or 2/0/1.5 or 3 or 6  
SADDLEBACK CIVIC LIGHT OPERA MUSICAL THEATRE  
Limitation: By audition only  
Specializing in musical theatre training as cast or an orchestra member for a specific theatrical production. (Formerly TA 232) R E 3

TA 251  .5 or 1 or 2/0/1.5 or 3 or 6  
SADDLEBACK CIVIC LIGHT OPERA MUSICAL THEATRE: PRODUCTION  
Limitation: By audition only  
Specializes in theatre production, stagecraft, lighting, sound, costumes, and make-up. (Formerly TA 234) R E 3
Travel and Tourism

TOUR 250
TICKETING AND RESERVATIONS
3/3/0
Introduction to the basics of the travel industry. Methods and practices for locating both domestic and international itineraries, routes, tariffs, and fares. Writing airline tickets for domestic and international itineraries. Document requirements and travel regulations will be covered. (Formerly TM 250)

TOUR 252
WORLD DESTINATIONS AND RESORTS—WESTERN HEMISPHERE
3/3/0
Provides knowledge of hotels, sightseeing and tourist attractions, geographical locations, and local transportation in major destinations within the Western hemisphere. Areas covered include the 48 contiguous United States, Alaska, Hawaii, Mexico, Canada, the Caribbean, the Bahamas and Bermuda Islands, and Central and South America. (Formerly TM 252)

TOUR 253
WORLD DESTINATIONS AND RESORTS—EUROPE
3/3/0
Study hotels, sightseeing highlights, tourist attractions and local transportation in major destinations within the most visited countries of Europe. (Formerly TM 253)

TOUR 254
WORLD DESTINATIONS AND RESORTS—PACIFIC, ASIA, AFRICA
3/3/0
Study hotels, sightseeing highlights, tourist attractions and local transportation in major destinations within the countries most visited by American tourists in Africa, the Middle East, Asia, and the Pacific. (Formerly TM 254)

TOUR 255
TRAVEL SALES AND MARKETING
3/3/0
Prepares students for careers in the travel industry. Methods and practices for promoting and marketing for the travel industry will be covered. (Formerly TM 255)

TOUR 257
TOURS AND CRUISES
3/3/0
Methods and practices for booking tours and cruises world-wide. Fundamentals of the tour and cruise industry, including various products and comparisons. (Formerly TM 257)

TOUR 259
AIRLINE COMPUTER TRAINING
2/1/2
Recommended Preparation: TOUR 250 Designed for advanced travel and tourism students with emphasis on basic SABRE computer training including P.N.R. (Passenger Name Record). (Formerly TM 259)

TOUR 260
ADVANCED AIRLINE COMPUTER TRAINING
Recommended Preparation: TOUR 259 Designed for the advanced travel management student with emphasis on advanced SABRE computer training, including invoice/itinerary and PHASE IV applications. R E 3

TOUR 289
SPECIAL TOPICS
.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 a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Tutoring

TU 100
FUNDAMENTALS OF PEER TUTORING
2/1/2
A general introduction to the role of the tutor in education. Focuses on the practical skills necessary to function effectively as a peer tutor in the student's chosen area of study. Training in empathy, listening skills, assertion, and other human-relations techniques will be provided. Individual differences in learning styles will be discussed, and the importance of encouraging independence and good study habits will be stressed. Students will participate in supervised tutoring in the college Learning Assistance Program.

TU 300
SUPERVISED TUTORING
1/0/1 or 6 or 12
Designed to provide assistance for students (learners) who require additional help in attaining comprehension and competency in learning skills. Students are assisted by trained tutors who promote self-regulated learning, critical thinking, and problem solving on the part of student learners. Students are trained to monitor their own learning processes. This course is open-entry/open-exit. R E 99

Women's and Gender Studies

WS 10
INTRODUCTION TO WOMEN’S STUDIES
3/3/0
An exploration of the impact of social institutions and cultural practices on the lives of women in the contemporary United States. Focuses on the ways in which differences of race, ethnicity, class, sexuality, and age define women's experiences and identities.

WS 21
ETHNIC WOMEN’S ISSUES IN CONTEMPORARY AMERICAN SOCIETY
3/3/0
An examination of the impact of race, class, and ethnicity on Native American, Chicana, African American, Asian American, and European American women.
The Emeritus Institute, a unique lifelong learning opportunity for the adult population.
Emeritus Accounting

ACCT 229X 0/2/0
IMPROVING INVESTMENT PERFORMANCE (EI)
Designed for improving investment performance for the beginner and the experienced investor. Provides information on preservation and growth of financial assets. R 99

ACCT 231X 0/2/0
ESTATE PLANNING (EI)
Discusses taxes, administration, and distribution of estates. Emphasizes revocable living trusts, wills, probate, tenancy, and health care alternatives. R 99

ACCT 232X 0/1 or 2/0
STOCKS AND BONDS MANAGEMENT (EI)
Studies global economics, bond markets, stock markets, and mutual funds. Course is structured to help investors develop their own investment philosophy. R 99

ACCT 299 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Emeritus Art

ART 10X 0/1/2
CERAMICS HANDBUILDING (EI)
A practical and historical introduction to the material involving all aspects of the ceramics process. The course will include handbuilding, trimming and finishing, firing and glazing. R 99

ART 311X 0/1/2
CERAMICS, BEGINNING WHEEL (EI)
Introduction to beginning techniques of ceramics wheel building, with emphasis on traditional shapes and forms. Will include wheel throwing techniques, trimming, finishing, firing and glazing. R 99

ART 11X 0/5 or 1/1 or 2
CERAMICS INTERMEDIATE (EI)
Recommended Preparation: A R T 11X
Covers theory, materials and techniques of ceramics at an intermediate level. Includes design-forming techniques, including use of the potter's wheel, glazing and firing. R 99

ART 13X .5 or 1/1 or 2
CERAMICS, ADVANCED (EI)
Recommended Preparation: A R T 12X
This course will direct advanced projects in ceramics in high porcelain slipcasting, exploration of basic functions, forms, color, glazing and decorative techniques. R 99

ART 14XA 0/1/2
CERAMICS, SLIPCASTING, BEGINNING (EI)
Includes theory and techniques in ceramics including pouring slip into molds (slipcasting), finishing, carving, underglaze, glaze, overglaze applications, and firing. R 99

ART 14XB 0/1/2
CERAMICS, SLIPCASTING, INTERMEDIATE (EI)
Recommended Preparation: A R T 14XA
Intermediate level theory and technique in low firing clay to high porcelain slipcasting. Exploration of basic functions, forms, color, glazing and decorative techniques. R 99

ART 14XC 0/1/2
CERAMICS SLIPCASTING, ADVANCED (EI)
Recommended Preparation: A R T 14XB
Advanced ceramic slipcasting techniques including concepts which allow greater exploration of personal work. Advanced glaze concepts and ceramic product exploration will be emphasized including red and specialty glazes and advanced use of forms. R 99

ART 14XD 0/1/2
ART OF CERAMIC DECORATING (EI)
Theory and techniques for application of translucent underglaze, review of basic underglaze, techniques in specialty glaze, transfer designs. Students' advanced projects will provide for application of theory and practice of techniques. R 99

ART 15X 0/1/2
FABRIC DRAPING PORCELAIN (EI)
Explores 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 28X 0/2/0
CONTEMPORARY ART AND CULTURE (EI)
An art appreciation course with an emphasis on individual achievement, varying lifestyles and the role of famous collectors from 1880-1980 including sculptors, architects, and painters. R 99

ART 311A 0/2/1
INTARSIA, BEGINNING (EI)
Recommended Preparation: A R T 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 reduce a picture. How to select stones and cement them together. How to finish and frame. Description channel work and how it is used by the intarsist. R 99

ART 311B 0/1/2
INTARSIA, INTERMEDIATE (EI)
Recommended Preparation: A R T 31XA
Designed to develop a perspective of intarsia by size and color, working with larger and more difficult intarsias including more details on faces, animals and birds. Advanced methods in painting and fitting of stones. Description of channel work and how it is used by the intarsist. R 99

ART 33XA 0/1/2
ENAMELING BEGINNING (EI)
Introductory studio course on basic enameling techniques for the beginner. R 99

ART 33XB 0/1/2
ENAMELING INTERMEDIATE (EI)
Recommended Preparation: A R T 33XA
A studio course emphasizing traditional and contemporary concepts, processes and techniques in enameling at an intermediate level. R 99

ART 34XA 0/1/2
CHINA PAINTING-CLEAR, DESIGN (EI)
Designed to explore and practice techniques of China painting with an emphasis on color and design. It will touch on European, conventional and naturalistic designs. Techniques include inking, gold, enameling, and lustre. This class allows for a wide range of creative expression. R 99

ART 35XA 0/1/2
STAINED GLASS, BEGINNING (EI)
Designed for beginners to explore and practice techniques of stained and leaded glass art and/or copper-foil technique in Tiffany lampshades or panel projects. R 99

Emeritus Physical Education

APE 2X 0/1.5 or 3/0
MILD WATER EXERCISE (EI)
Consists of hydrotherapy exercise, cardiovascular conditioning and modified swimming techniques. Each student will work on an individualized program designed to meet their needs. R 99

Emeritus Cour
<table>
<thead>
<tr>
<th>Course Prefix</th>
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<th>Lecture Hours Per Week</th>
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<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
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ART 35XB 0/1/2
STAINED GLASS, ADVANCED (EI)
Recommended Preparation: A RT 35XA
Designed for students to practice techniques of stained and leaded glass art and/or copper-foil technique in Tiffany lamps, shades, or panel projects. Adorned projects using acid etching, jewelry making, and fusing and slumping will be completed. R 99

ART 36X 0/1/2
JEWELRY METAL FABRICATION-BEGINNING (EI)
Includes theory, demonstration, and practice in design and construction of jewelry made by fabrication for decorative wear. R 99

ART 36XB 0/1/2
JEWELRY METAL FABRICATION-INTERMEDIATE (EI)
Recommended Preparation: A RT 36XA
Introduction to intermediate methods, materials, and practices in the construction of jewelry by metal fabrication. Includes the study of design for making rings, chains, brooches, pendants, and the decorating and setting of stones in jewelry. Necessary tools and their uses and types of metals will be discussed. R 99

ART 36XC 0/1/2
JEWELRY METAL FABRICATION-ADVANCED (EI)
Recommended Preparation: A RT 36XB
Offers advanced theory, fabrication techniques, and materials in more complex jewelry and metal fabrication. Included are metal chain construction, stone mountings, box construction, fringes, repousse, milking, textured surfaces, and bead construction. Production methods will be discussed. Individual attention to special interest projects will be offered. R 99

ART 39XB 0/1/2
JEWELRY DESIGN LOST WAX, INTERMEDIATE (EI)
Recommended Preparation: A RT 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 39X 0/1/2
OIL PAINTING BEGINNING (EI)
Includes the basic elements of drawing, color, design, and painting as the student learns the use of materials and techniques. Encouragement and emphasis are given to individual style and expression. R 99

ART 51X 0/1/2
OIL PAINTING INTERMEDIATE (EI)
Recommended Preparation: A RT 50X
Designed for students who have some basic knowledge of color, composition and perspective and who wish to improve techniques, develop creativity and use their own resource materials. Introduction of techniques into abstract and non-objective painting. R 99

ART 52X 0/1/2
OIL PAINTING ADVANCED (EI)
Recommended Preparation: A RT 51X
Designed for students who have some basic knowledge of color, composition and perspective and who wish to improve techniques, develop creativity and use their own resource materials. Introduction of techniques into abstract and non-objective painting. R 99

ART 53X 0/1/2
PAINTING IN SUBJECT AREAS (EI)
Recommended Preparation: A RT 52X
Provides theory and demonstration of material, applications and techniques in a variety of subject matter and art mediums. Various exercises in the use of materials, composition, perspective and values. R 99

ART 54X 0/1/2
PORTRAIT PAINTING IN OILS, WATERCOLOR AND PASTELS (EI)
Recommended Preparation: A RT 53X
Concentration on constructing the head and features using multi-media. Topics include choosing a pose, lighting, and backgrounds. Demonstrations in oils, watercolors and pastels. R 99

ART 55X 0/1/2
CHINESE BRUSH PAINTING BEGINNING (EI)
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. R 99

ART 55XB 0/1/2
CHINESE BRUSH PAINTING INTERMEDIATE (EI)
Recommended Preparation: A RT 55XA
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. R 99

ART 58X 0/1/2
WATERCOLOR BEGINNING (EI)
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 58XB 0/1/2
WATERCOLOR INTERMEDIATE/ADVANCED (EI)
Recommended Preparation: A RT 58X
Utilizing and incorporating 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 0/1/2
LAPIDARY, BEGINNING (EI)
Lapidary machines for cutting and polishing gemstones: slabsaw, trim saw, grinders, sanders, lapping wheels, polishers and drills. Study of a gate, Jasper and thirty-one special stones: their occurrence, hardness, luster and toughness; how to cut, trim, grind, sop, sand, polish and set gemstones. Description of channel work and intarsia and how it is used by the lapidist. Repetition of this course will allow increased skills and content mastery. R 99

ART 61XB 0/1/2
LAPIDARY, INTERMEDIATE (EI)
Recommended Preparation: A RT 61XA
Include instruction in cutting and polishing 30 gemstones making paperweights and bookends and use of lap wheels. Discussion topics will cover the following: what makes a gemstone, how they occur, types of gemstone deposits, luster, hardness, toughness, and complex lapidary machines. Description of channel work and intarsia and how it is used by the lapidist. R 99

ART 70X 0/1/2
SCULPTURE BEGINNING (EI)
Introduces sculptural ideas, issues and techniques in clay, wood and various other media. The student will apply theory and techniques of sculpture in selected materials. R 99

ART 71X 0/1/2
SCULPTURE INTERMEDIATE (EI)
Recommended Preparation: A RT 70X
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 both the human and animal figure. R 99

ART 80X 0/1/2
SKETCHING, BEGINNING (EI)
Basic drawing techniques with emphasis on individual artistic expression. Still life, student model, and some location work will be done in simple classic medias of pencil, charcoal and pastel. R 99
Emeritus Astronomy

ASTR 202 1/2/0
CONDITIONS FOR LIFE IN THE UNIVERSE (EI)
An exploration into the conditions within the universe which may be suitable for the evolution of life. Focuses on individual inquiry and group examination within the framework of current knowledge. R E 3

Emeritus Biology

BIO 224 1/1/2
NATURAL HISTORY OF SOUTHERN CALIFORNIA (EI)
Acquaints 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 Business

BUS 189 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Emeritus Clothing and Textiles

CT 110XA 0.5/1/0.5
CLOTHING CONSTRUCTION, BEGINNING (EI)
An introductory sewing course emphasizing the operation of a sewing machine, pattern reading and garment construction. Basic sewing techniques needed to construct a blouse, skirt or simple dress will be covered. (Formerly CT 111X) R 99
Emeritus Computer and Information Management

CIM 200
COMPUTER FUNDAMENTALS (EI)
Provides a strong foundation for the novice interested in learning the nature and functions of computers, data processing, and information systems. Includes the basics of computer hardware, software, and systems. R E 3

CIM 201
INTRODUCTION TO COMPUTER APPLICATIONS (EI)
Introduction to computer concepts, vocabulary, characteristics, capabilities, and operation. Hands-on application of software packages including word processing. R E 3

Emeritus English

ENG 6X
NON-FICTION WRITING (EI)
Includes techniques and practice in writing nonfiction articles, essays, and biographical sketches. Emphasis will be placed on writing for publication. R 99

ENG 40X
THE BIBLE AS LITERATURE: GOSPELS TO REVELATIONS (EI)
Presentation and discussion of the second half of the New Testament. According to John to his Apocalypsis through the Pauline and non-Pauline Epistles in the same non-theological approach with emphasis of the literary modalities and ontological content. R 99

Emeritus Environmental Studies

ENV 299
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Emeritus Foods and Nutrition

FN 162X
NUTRITION/COOKING FOR ONE OR TWO (EI)
Practical nutrition information, and menu planning for one or two including cost savings. Simplified small meal preparation will be demonstrated in a cooking lab. R 99

Emeritus French

FR 299
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3
Emeritus Geology

GEOL 299 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Emeritus German

GER 299 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Emeritus German

GERO 120X 0/3/0
PHYSICAL FITNESS/WEIGHT CONTROL (EI)
Recommended Preparation: GERO 120X
The principles of achieving and maintaining ideal body composition through specific exercises and lectures on proper eating techniques. Students will be closely supervised in a group setting of discussion and exercise to enhance motivation. Course includes pre and post individual percent body fat evaluation. R 99

Emeritus Hebrew

HEBR 299 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Emeritus Health

HLTH 299 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Emeritus Health Science

HSC 299 .5-4/.5-4/.5-9
THE BLOOD (EI)
Designed to aid in maintaining health to make knowledgeable and discriminating decisions. Includes health economics, frauds, legislation, advertising, and insurance. Includes choice and use of doctor, pharmacist, and health care agencies. R 99

HIST 232 1/2/0
CALIFORNIA HISTORY: 1) EARLY CALIFORNIA (EI)
Surveys 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. Includes the Gold Rush period. R D 3

HIST 270 1/2/0
HISTORY AND CULTURE OF ASIA (EI)
Provides an overview of the historical events related to social, political, and economic changes in Asia. Includes the impact of modernization, technology, and nationalism. R E 3

HIST 275 .5/1/0
CONTEMPORARY MIDDLE EAST (EI)
Major political, economic, and social institutions and movements of the Middle East from World War I to the present. Emphasis on problems of the developing Middle Eastern nations and the Arab-Israeli conflict. Introduction to Islamic religious institutions emphasizing their importance to the contemporary scene. R E 3

HIST 299 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3
Emeritus Horticulture
HORT 299
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Emeritus Humanities
HUM 299
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Emeritus Italian
ITA 299
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Emeritus Journalism
JRN 299
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Emeritus Law
LGL 210X
LAW FOR THE LAYMAN (EI)
Overview of substantive law and procedures used on a wide range of legal topics. Emphasis will be on increasing awareness of legal rights. Topics will include contract law, real estate law, small claims court, estates, and trusts. R 99

Emeritus Marine Science Technology
MST 299
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

Emeritus Music
MUS 19X
INTRODUCTION TO OPERA (EI)
Study of opera from its earliest beginnings. Techniques used by composers such as Gluck, Mozart, Rossini, Donizetti, Bellini, Verdi, Wagner, and Puccini. 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)
Musicianship and guided music appreciation; survey of the various periods of music. Compositions, creative theory, symphony orchestras, chorus, and other combinations. Includes function of the conductor, music enhancement of living, instruments of the orchestra, and their contribution. R 99

MUS 29X
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 80X
VOICE AND RHYTHMS (EI)
Emphasizes vocal techniques, including tone production, breath control, and pronunciation, as well as music literature. R 99

Emeritus Philosophy
PHIL 214
PHILOSOPHY OF RELIGION (EI)
Philosophical analysis involving the use of critical methods, without defending or rejecting any claims of religion. Topics include the nature, function, and value of religion; the relation of religion to ethics and morality; and the problems of evil. R E 3

PHIL 215
COMPARATIVE RELIGIONS: A SURVEY (EI)
Studies primitive and major religions of mankind: Origins of primitive religions, Hinduism, Jainism, Sikhism, Buddhism, Confucianism, Taoism, Shintoism, Zoroastrianism, Judaism, Christianity, and Islam. Considered in terms of their literature, rituals, and basic beliefs. R E 3

PHIL 216
COMPARATIVE RELIGIONS: THE NEAR EAST AND WEST (EI)
Studies primitive and major religions in the Near East and the West from earliest origins in the Nile and Tigris-Euphrates and Jordan valley through development of Judaism, Christianity, and Islam as major religions in the West. (Formerly PHIL 215) R E 3
PHIL 217
COMPARATIVE RELIGIONS: THE EAST (EI)
Studies primitive and major religions in the East—from Indus Valley in India to greatest river valley of China, from the Arabian peninsula to the Indian Ocean. (Formerly PHIL 215) R E 3

PHIL 221
PHOT 30XA 0/1.5/1.5
PHOT 299 .5-4/.5-4/.5-9
PHIL 223
PHOT 50XA 0/1/2
PHIL 222
PHOT 50XB 0/.5 or 1/1 or 2
PHIL 223
PHOT 40X 0/1/2
PHIL 222
PHOT 50XA
PHOTOGRAPHY, BEGINNING (EI)
General view of slide photography, equipment and techniques, cameras and care. Study of the important elements of composition and creative aspects of photography: aperture, speed and depth of field. R 99

PHIL 223
PHOT 50XB 0/1 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. R 99

PHIL 223
PHOT 59XA 0/1/2
COLOR PRINTING, BEGINNING (EI)
Recommended Preparation: PHOT 50XA
Techniques for making color prints from color slides and/or color negatives. Operation of an enlarged and related darkroom equipment, processing print in a tuber processor and selection of filters. Finishing prints ready for presentation, including mounting and retouching. R 99

PHIL 223
PHOT 59XB 0/1/2
COLOR PRINTING, ADVANCED (EI)
Recommended Preparation: PHOT 59XA
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. R 99

PHIL 223
PHOT 299 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

PHOT 30XA 0/1.5/1.5
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 preparing and photographing graphics; recording commentary, music, sound effects and cues, methods of presentation including synchronization, single and multi projection. R 99

PHOT 59XA
COLOR PRINTING, BEGINNING (EI)
Recommended Preparation: PHOT 50XA
Techniques for making color prints from color slides and/or color negatives. Operation of an enlarged and related darkroom equipment, processing print in a tuber processor and selection of filters. Finishing prints ready for presentation, including mounting and retouching. R 99

PHOT 59XB 0/1/2
COLOR PRINTING, ADVANCED (EI)
Recommended Preparation: PHOT 59XA
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. R 99

PHIL 223
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R E 3

PE 1X 0/2/0
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 0/2/0
PERSONALIZED FITNESS (EI)
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 0/1.5 or 2/3/0
PERSONALIZED AEROBIC FITNESS (EI)
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 0/1.5 or 2 or 3/0
PHYSICAL FITNESS WITH SPECIALIZED EQUIPMENT (EI)
Supervised fitness program for older adults utilizing weight lifting and aerobic equipment in a group setting. Course will emphasize scientific principles of weight lifting and individual prescriptions. R 99

PE 6X 0/1.5 or 2 or 3/4/0
PHYSICAL FITNESS (EI)
Instruction and practice for older adults in the techniques for developing, maintaining and improving physical fitness, emphasizing strength, flexibility, aerobic power and neuromuscular integration. R 99

PE 14X 0/1 or 2 or 3/0
BODY RHYTHMICS (EI)
Body rhythms is a fitness program which uses dance exercises which are performed to a variety of musical rhythms. R 99

PE 14XA 0/2 or 3/0
EXERCISE TO MUSIC (EI)
Presents 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. R 99

Emeritus Physical Education

Emeritus Photography

PHOT 30XA 0/1.5/1.5
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. R 99

PHOT 50XA
PHOTOGRAPHY, BEGINNING (EI)
General view of slide photography, equipment and techniques, cameras and care. Study of the important elements of composition and creative aspects of photography: aperture, speed and depth of field. R 99

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. R 99

PHOT 59XA 0/1/2
COLOR PRINTING, BEGINNING (EI)
Recommended Preparation: PHOT 50XA
Techniques for making color prints from color slides and/or color negatives. Operation of an enlarged and related darkroom equipment, processing print in a tube processor and selection of filters. Finishing prints ready for presentation, including mounting and retouching. R 99

PHOT 59XB 0/1/2
COLOR PRINTING, ADVANCED (EI)
Recommended Preparation: PHOT 59XA
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. R 99

EMERITUS PHOTOGRAF T COURSES

Emeritus General Education

Emeritus Science Courses
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**Emeritus Physical Education - Special Education**

**PE 29X**
- Tai Chi Ch'uan Beginning (EI)
  - Tai Chi Ch'uan instruction will include movements from the 30 forms in the first section and discussion of the Yin-Yang principle of opposing actions. Includes discussions of the history and philosophy of Tai Chi Ch'uan.
  - R 99

**PE 29XB**
- Tai Chi Ch'uan Advanced (EI)
  - Recommended Preparation: PE 29XA
  - Includes Tai Chi Ch'uan movements from the 78 forms in the second and third sections and review of the 30 forms in the first section. Includes discussions of the history and philosophy of Tai Chi Ch'uan and the techniques and sequence of forms.
  - R 99

**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.
  - R E 3

**PS 299**
- Special Topics
  - The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course.
  - R 99

**Emeritus Political Science**

**Emeritus Physical Education - Special Education**

**PE 101X**
- 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 Speech**

**SP 299**
- Special Topics
  - The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course.
  - R 99

**Emeritus Spanish**

**SPAN 299**
- Practical Spanish 2 (EI)
  - Recommended Preparation: SPAN 206
  - Designed to develop fluency in Spanish. The emphasis is on information expression and conversation in Spanish.
  - R E 3
Emeritus Theatre

TA 2X 0/1/1
BEGINNING SCENE STUDY (EI)
Concentrates on scene study, characterization and ensemble performance. Works towards development of method acting. R 99

TA 299 .5-4/.5-4/.5-9
SPECIAL TOPICS
The Special Topics course is a grouping of short seminars designed to provide students with the latest ideas in a field of study. The course content is thematic in nature and each seminar within the course differs from other offerings in the same course. R 3

Automotive Technology
Courses and Programs for the non-technical car owner and professional service technician
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Ph.D., University of California, Riverside

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EMERITI

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Dean Emeritus, Mathematics, Science, and Engineering

Professor Emeritus, Fine Arts and Communication

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Professor Emeritus, Mathematics, Science, and Engineering

Professor, Emeritus Mathematics, Science, and Engineering

President Emeritus

Bremer, Fred H. (1967-1987)
President Emeritus

Brennan, Paul E. (1968-1993)
Professor Emeritus, Social and Behavioral Sciences

Vice President/Instruction, Emeritus

Busch, Donald L. (1977-2002)
Vice President, Emeritus Instruction

Professor Emeritus, Social and Behavioral Sciences

Professor Emeritus, Physical Education, and Athletics

Calkins, Keith D. (1980-2001)
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Carter, Shirley (1977-2002)
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Professor Emeritus, Fine Arts and Communication

Professor Emeritus, Social and Behavioral Sciences

Professor Emeritus, Social and Behavioral Sciences

Cogbill, Bonnie J. (1968-1996)
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Courtright, Theresa E. (1973-1985)
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Professor Emeritus, Business Science
Darr, Flip (1973-1999)
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Professor Emeritus, Student Health Services

Professor Emeritus, Liberal Arts

Professor Emeritus, Business Science

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Professor Emeritus, Business Science

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Horvath, Wayne J. (1968-1999)
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Professor Emeritus, Counseling Services and Special Programs

Professor Emeritus, Math Science and Engineering

Johns, A. Herbert (1975-1994)
Professor Emeritus, Business Science

Vice Chancellor/Administrative Services, Emeritus

Kero, Reynold J. (1968-1993)
Professor Emeritus, Mathematics, Science, and Engineering

Professor Emeritus, Advanced Technology and Applied Science

Professor Emeritus, Advanced Technology and Applied Science

Kish, Andrew W. (1968-1995)
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Kosmides, Martha Sue (1990-2002)
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Professor Emeritus, Counseling Services and Special Programs

Professor Emeritus, Fine Arts, Physical Education, and Athletics

Lange, Grace L. (1968-1993)
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LeSourd, Peter (1989-2000)
Professor Emeritus, Business Science

Professor Emeritus, Mathematics, Science, and Engineering

Professor Emeritus, Mathematics, Science, and Engineering

Professor Emeritus, Business Science

Professor Emeritus, Physical Education and Athletics

Professor Emeritus, Social and Behavioral Sciences

Professor Emeritus, Advanced Technology and Applied Science

Associate Dean Emeritus, Continuing Education and Community Services

Professor Emeritus, Liberal Arts

Minch, John A. (1972-1994)
Professor Emeritus, Mathematics, Science, and Engineering

Professor Emeritus, Social and Behavioral Sciences

Professor Emeritus, Advanced Technology and Applied Science

Olson, Robert W. (1968-2002)
Professor Emeritus, Social and Behavioral Sciences

Professor Emeritus, Social and Behavioral Sciences

Professor Emeritus, Business Science

Pierce, Mary Lou (1983-1994)
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Professor Emeritus, Mathematics, Science, and Engineering

Professor Emeritus, Business Science

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Professor Emeritus, Liberal Arts and Learning Resources

Roelen, Jay (1968-1995)
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Rogers, Phil (1977-1993)
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Ryan, Patricia K. (1972-1994)
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Professor Emeritus, Counseling Services and Special Programs

Professor Emeritus, Physical Education and Athletics

Professor Emeritus, Business Science

Chancellor Emeritus
ASSOCIATE FACULTY

Saddleback College has, in addition to the regular full-time contract faculty, many qualified associate instructors who come from industry, business and other educational institutions. This produces a faculty with many talents to support a diversified program of offerings requested and expected of the community college.