The new Health Sciences/District Offices building, opened Spring 2005
# Table of Contents

| South Orange County Community College District | 4 |
| Saddleback College | 5 |
| Administration and Academic Divisions | 6 |
| Goals of Saddleback College | 7 |
| Informacion en Español | 8 |
| Admission Requirements | 9 |
| Matriculation Services | 11 |
| Registration for Classes | 13 |
| Student Fees/Refunds/Credits | 14 |
| Student Support Services | 16 |
| Student Activities/College Life | 19 |
| Students' Rights and Responsibilities | 21 |
| Academic Regulations | 27 |
| Honors Program | 31 |
| Experiential Credit | 32 |
| Alternative Credit Options | 33 |
| Other College Programs | 36 |
| Graduation Requirements | 37 |
| Degrees, Certificates, and Awards | 45 |
| Articulation/Transfer Patterns | 95 |
| Announcement of Courses | 137 |
| Emeritus | 227 |
| Faculty | 235 |
| Index | 245 |

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Jodaiko, Japanese Drum Group from UCI
and
the Lulu Washington Dance Theatre
perform during
Kaleidoscope of Diversity-Celebrating Diversity-Multicultural Week 2005
DISTRICT MISSION

The South Orange County Community College District provides students and the community with accessible and effective learning, cultural, and social experiences for successful living and responsible citizenship.

Access is made available through Saddleback College in Mission Viejo, Irvine Valley College in Irvine, and the Advanced Technology and Education Park in Tustin. Courses and programs promote critical thinking, intellectual growth, and lifelong learning.

Our Commitment

· Be responsive to students and accountable to the community.
· Prepare students for transfer to four-year colleges and universities.
· Make available a broad spectrum of educational opportunities from development of basic skills to training in advanced technologies.
· Provide training, retraining and upgrading of skills to develop tomorrow’s workforce.
· Promote economic development.
· Offer opportunities for intellectual stimulation and cultural enrichment to all members of the community.

DISTRICT ADMINISTRATION

Raghu P. Mathur, Ed.D.
Chancellor

Gary Poertner
Deputy Chancellor

Thomas F. Anderson, Ph.D.
Vice Chancellor, Educational Services

Robert J. Kopecky, Ph.D.
Provost, Advanced Technology and Education Park

Allan MacDougall, Ph.D.
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Dr. Raghu P. Mathur, Chancellor
Welcome to Saddleback College. Over the past 37 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.

On behalf of the Saddleback College faculty, staff and administration, welcome!

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President
Saddleback College
Administration

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Family and Consumer Sciences
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Geology
Marine Science
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Health
Intercollegiate Athletics
Physical Education
Recreation

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Child Development & Educational Studies
Cultural Studies
Economics
Geography
Geographic Info Systems
History
Human Development
Political Science
Psychology
Social Science
Sociology
Women's and Gender Studies

Academic Divisions
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 and diverse 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.
8. Provide opportunities for the promotion of economic development within the scope of the mission of the District and the College.

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.

Vocational and Occupational Education
Vocational Certificates of Achievement and Occupational Skills awards are designed to prepare students to qualify for positions in business and industry, technical fields, and selected professions.

Lower-Division Transfer Education
Baccalaureate-level transfer courses, which include general education and transfer major preparation courses, 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 949-582-4555 o 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

ÉLIGIBILIDAD PARA ASISTIR A UNA UNIVERSIDAD COMUNITARIA:

— Tener 18 años de edad o ser graduado/a de la escuela secundaria.
— Estudiantes desde el 9 al 12 año de la escuela secundaria podrán matricularse en clases recomendadas por el/la director/a de su escuela (director del distrito escolar para los estudiantes que aprenden en casa “home schooled”) pero que no excedan 11 unidades. Si desea más información, consulte con 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 mantienen visa inmigratoria las cuales impiden establecimiento de residencia. Para mayor información, comuníquense 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, podrán 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)

CÓMO HACER UNA CITTA 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 dependiendo cuándo entregue la solicitud. Es muy importante que asista a clases el primer día.

CÓMO AÑADIR Y CANCELAR CLASES: Los/as estudiantes pueden añadir clases hasta el día antes de su comienzo. Una vez que la clase haya empezado o que no tenga cupo, los/as estudiantes deberán pedirle permiso al/la profesor/a para añadir la clase. Si se les da permiso, deberán tener un número llamado (APC), un código que les permitirá matricularse. Lo puede hacer por medio de la red (internet) o en persona antes de la fecha límite que tenga el código APC. Deberá pagar en el momento que se matricule.

Nota: Es de suma importancia que el/la estudiante lea el horario de clases para informarse de las fechas exactas para dejar clases. Puede usar el internet para dejar una clase.

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: $151.00 (por unidad) y en adición $26.00 por unidad.

Al no-residente que es ciudadano/residente extranjero adicionalmente se le cobrará $21.00 por uso de facilidades (por unidad) $48.00 (sin devolución) para procesar su solicitud al tiempo de solicitar.

Residentes: Al residente de California se le cobrará $26.00 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 $30 por semestre, $15 por la sección de verano, ó $60 por un permiso anual el cual incluye: el semestre de otoño, la primavera y el verano. Permiso para motos cuestan $15 cada semestre, $7.50 por la sección de verano ó $30 por un permiso anual. El permiso anual solamente 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: Deber pagar $13 por semestre (en otoño y primavera) para cubrir servicios de salud personal. El costo en el semestre de verano es de $10 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 segunda lengua (ESL), análisis de los resultados de los exámenes, consejo académico y orientación análisis de reporte de calificaciones de otras instituciones. Está ubicada en el edificio de servicios para estudiantes, salón 116. Nuestro número de teléfono es 949-582-4870.

Ayuda Financiera

Las 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 Edificio de Estudiantes “Student Services Center”, oficina 106. El horario de asistencia al público es de. Durante el período de matrícula en persona, el horario es de lunes a viernes desde las 8:00am hasta las 7 p.m. y los viernes desde las 8:00 a.m. hasta las 3:00 pm. Su número de teléfono es el 949-582-4800.

Programa de EOPS

El Programa de Servicios y Oportunidades de Educación Extendida (EOPS) sirve a personas que califican bajo todos los siguientes requisitos: 1. Residentes legales de California. 2. Bajos recursos económicos. 3. Desventaja de no tener una educación formal. 4. Estar matriculados/as en doce o más unidades (tiempo completo). El programa (EOPS) ofrece los siguientes servicios gratuitos 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.


Tutoría (LAP)

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

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 admits. Special admits may enroll in the classes recommended by their school principal and are required to submit a completed “Special Admission Request Form” (available online) each semester. Students in grades 9-12 are limited to 11 units per semester; K-8 students are limited to 6 units per semester. K-12 students are not permitted to enroll in Physical Education classes. Questions regarding admission to Saddleback College may be sent via e-mail to scadmissions@saddleback.edu or by calling the Office of Admissions and Records at 949-582-4555.

Application for Admission

Students who are enrolling in Saddleback College for the first time or are returning after an absence of a semester or more (not including summer) must submit an application for admission, online or in person, at 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

Residency

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.

Establishing Residency

“Nonresident students” are those who have not established residency in the state for at least one year prior to the residence determination date or those who hold certain non-immigrant visas which preclude them from establishing residency. Foreign students admitted to the United States under student visas are classified as nonresidents.

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 during which the student proposes to attend classes at Saddleback College.

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

Exemptions

The California Education Code allows certain non-residents an exemption from non-resident tuition. The criteria for these exemptions are listed below. Students who believe they are eligible for an exemption based on any one of the following criteria should inform the Office of Admissions and Records when they apply.

- Student under two-year care and control of adult
- Dependent of member of the U.S. armed forces
- Member of the U.S. armed forces
- Armed forces members remaining in the state following discharge
- Dependent of California resident of more than one year; parent residing in California for one year and contributing court ordered support for student
- Graduate of California school operated by the United States Bureau of Indian Affairs; resident classification
- Student holding teaching credential; other conditions apply
- Employee or child or spouse of employee of institution or state agency Native American
- Student attended a California high school at least 3 years and graduated from a California high school or earned an equivalency (GED) in California (AB 540)

Other conditions may be required to meet these criteria. Please call 949-582-4344 for more information.

Reclassification:

Reclassification to resident status must be requested by the student. Financial independence during the current year and preceding two years will be considered at the time the student requests reclassification. Information regarding requirements for reclassification is available in the Office of Admissions and Records. Students should allow ten working days after submitting their documents for a decision.

International Students (F1–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 one-page personal statement on your current educational goals and goals upon completion of studies at Saddleback College. Describe the reason Saddleback College was selected for the pursuit of higher education.
3. 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. In addition, Saddleback College may consider the Society for Testing English Proficiency (STEP) for students from Japan with evidence of at least 2A level score for the calendar year
Admission Requirements

2005.

4. Evidence of academic achievement equivalent to an American high school education. Official transcripts and a notarized/official translation are required.


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

Students transferring from other institutions in the United States must submit the following in addition to the above requirements:

1. Transfer form completed by prior institution verifying the student’s current status.
2. Copy of the SEVIS I-20 provided by prior institution.
3. Copy of passport information (i.e., name, photo, date of birth, etc), visa, and form I-94.

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 324, 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.
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. You may call us at 949-582-4970 or visit our website 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/Limitations 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 EGPS.
### 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 requirement.

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.

### 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 225.

### 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.
OPEN ENROLLMENT POLICY

Pursuant to the provisions 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, section, or class, wherever 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 with the above-referenced section of Title 5.

REGISTRATION FOR CLASSES

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 may view their assigned registration period at the MySite web portal. Registration permits are currently mailed to continuing students, but those students are able to access their information online. This mailing may be phased out in the future. 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.

NEW AND FORMER STUDENTS

New students are those who have never filed an application or enrolled in courses 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 an assessment and orientation session prior to registering for classes are issued their permits when they submit their application.

Continuing students are those who have been registered during the previous semester (including or excluding summer). Continuing students may view their assigned registration period at the MySite web portal. Registration permits are currently mailed to continuing students; however, since students are able to access their information online, this mailing may be phased out in the future. 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.

REPEATING COURSES

The number of repetitions allowed for each course is listed in the college catalog following the course description. Students may not exceed the number of course repetitions as determined by state regulations. Students registering in a course not identified as repeatable or repeating a course more often than permissible will be withdrawn from the course.

ADDING COURSES

Students may add open classes through the day prior to the start day of the class. Once the class has started or has become full, students must request permission to add the course from the instructor. If permission is given, an Add Permit Code will be issued. Students are required to add the course on-line or in-person by the expiration date on the Add Permit Code form. Payment is required at the time of enrollment.

LATE REGISTRATION

Students who have not been able to register at the formal registration time may request to enroll late, although course selection may be restricted. Those enrolling late are encouraged to consult the Class Schedule for information regarding late-starting, short-term classes.

WITHDRAWAL FROM COURSES

It is the student’s responsibility to officially withdraw from courses for refund purposes and to avoid receiving a substandard grade. Students may withdraw from courses online through MySite or by telephone, when the system is available or by filing a “Drop Card” at the Office of Admissions and Records.

Although it is the student’s responsibility to withdraw from courses, instructors have the authority to drop students who miss the first class meeting.

DEADLINES FOR DROPPING CLASSES

In accordance with state regulations, the deadlines for grading purposes are as follows:

• 30 percent of the course based on ticket number-drop without a “W” on the transcript
• 65 percent of the course based on ticket number-drop with a grade of “W” on the transcript

It is the student’s responsibility to consult the online class schedule for specific course deadlines as they may vary.
Student Fees/Refunds/Credits

All fees are subject to change

Associated Student Body (ASB) Fee
The $10 ASB stamp 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 the ASB stamp fee and participate in the variety of programs and services it provides. The ASB fee is non-refundable. The ASB stamp fee can be purchased in SSC 211, in the Game Room.

Enrollment Fee
The Enrollment Fee is $26 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 $13 per regular semester and $10 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 72252.1
2. Students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization
3. Students who are attending a community college under an approved apprenticeship-training program.

Material/Lab Fees
Many courses require a fee for materials and supplies. Such fees are noted in course descriptions in the 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 $10.00 for Summer or $30 for an annual permit which includes Fall, Spring, and Summer (to be purchased in the Fall only). If the student has a current automobile permit, the motorcycle permit fee 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 2005-2006 school year, a $20 processing fee will be charged for all returned checks.

Transcript/Verification Fees
To request an official transcript and/or verification of enrollment, students may complete the appropriate forms in the Office of Admissions and Records or submit a written request. Transcript and enrollment verifications may be requested online by choosing “transcripts or verification” from the Office of Admissions and Records website at www.saddleback.edu/ss/ars.

Written requests must include full name (the name used while attending Saddleback College), birth date, social security number, student I.D. number, and the address where the transcript and/or verification is to be 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 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 949-582-4870 or 582-4871.

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 $48 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 $22 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 $151 per semester unit for the 2005-2006 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**
  Students must officially drop classes through online, telephone, or in-person registration in order to be eligible for a refund. 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 or dropped after the refund deadline date.

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

  • **Associated Student Body (ASB) Fee Refund/Credits**
    The Associated Student Body (ASB) stamp fee is non-refundable.

  • **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.
Saddleback College Catalog 2005/06

Student Support Services

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

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

California Work Opportunity & Responsibility for Kids (CalWORKS)
The CalWORKS program provides intensive instruction, counseling, and support services such as childcare assistance, as well as work experience/work study opportunities for students currently receiving AFDC benefits. This program assists students preparing for immediate and successful employment. 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 Service, Job Search Service, 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 3 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 at the college. Furthermore, proper care for a child is often a determining factor in a parent’s decision to attend and succeed in entering college or a career. The center provides an educational experience and includes activities such as art, music, cooking, language arts, and science. Children eligible for enrolling in the pre-school program must be fully toilet-trained, a minimum of 2.6 years and may remain in the program up to their entrance into kindergarten.

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-student) 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 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 may be available at: http://www.saddleback.edu/ss/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 949-582-4888 for 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: www.saddleback.edu/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.—6:45 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 and coffee/food carts are located throughout the campus. Students’ suggestions for food service may be submitted through participation on the Food and Beverage committee. Student Development Office, or directly to the cafeteria manager. Catering of special events is also offered 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 who hold F-1 (student visas) by assisting them in the admissions, assessment, and orientation processes and with home-stay and visa applications as well as in the preparation of documents required by the United States Citizenship and Immigration Services. The International Education Office also coordinates events on campus to promote global awareness and cooperates with community organizations in international friendship programs. The office is located in the Library, Room 102. For more information, please call 949-582-4637.

Learning Assistance Program (LAP)—Tutoring
The Learning Assistance Program provides free tutoring for Saddleback College students. Varied tutoring services are available to satisfy student needs: One-to-one, small group, drop-in, and study-skill workshops.

The LAP, 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’s mission is to assist students and faculty with their research and personal information needs. The collection of approximately 100,000 volumes is supplemented by thousands of hardcopy and electronic publications (periodicals and e-books), audio-visual aids, and reserve materials. The online catalog reflects the collections of both Saddleback and Irvine Valley College Libraries, which are available to students at both campuses.

The library’s hours are Monday—Thursday 8 a.m. to 9 p.m., Friday, 8 a.m. to 4 p.m., and Saturday, 11 a.m. to 5 p.m. For more information visit our website at www.saddleback.edu/library/, or call 949-582-4313.

Library Computers
Computer workstations for educational and research use are available to currently enrolled district students on the main floor of the library and in the Interdisciplinary Computer Center in LIB 111. These computers access library databases, MySite, and Microsoft Office software.

Borrowing and Renewing Materials
District students, faculty, and staff may borrow circulating materials with a valid photo ID. Valid users may check out up to nine items in the circulating collection for a period of three weeks. Items (not overdue or for which there is a hold by another user) may be renewed once, in person or by phone.

Fees, Fines, and Holds
Overdue items result in a “hold” on student records that prevents students from registering, adding, dropping classes, and/or receiving grades, transcripts, or diplomas (California Education Code §72337). To remove the “hold,” a $5 fee will be charged for each overdue item. Fees for lost or damaged items will include the cost of the item plus a processing fee of $10.
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 949-582-4249 or Telecommunication Device for the Deaf 949-582-4833 or visit our Website at www.saddleback.edu/serv/coun/sdsps/

Any concern regarding access to programs and services should be directed to the Vice President for Student Services, 504 Officer/ADA Coordinator at 949-582-4947, or Randy Anderson, Director of Special Services at 949-582-4249, 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)
- 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 949-582-4800.

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 IDs

Student photo IDs can be taken in SSC 211 when classes are in session (closed all school observed holidays). Call 949-582-4500 ext. 2120 for hours. To be issued your one-time permanent photo ID, you must have your student number, be currently enrolled, have Saddleback College as your college of record, and bring a picture ID for verification (e.g., driver’s license or passport). The first student ID is free. All replacement IDs are $7.50, paid in the Fiscal Office (Administration and Governance Building room 131). Your student ID is required for college services including the library. If you have any questions, please contact the Student Development 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. Assistance with online applications for admission to California State University (CSU) and University of California (UC) is available in the Transfer Center. 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. For more information, phone 949-582-4328 or visit our Website at www.saddleback.edu/serv/ articulation 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. The Tuition Assistance (TA) program for active duty military personnel is not processed through the Veteran Affairs Office. Active-duty military personnel using the TA program must submit a Military Tuition Assistance form to the Office of Admissions and Records. This form must be signed by the person’s Commanding Officer, and by the base Joint Education Officer. This form is available on-base at the base 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, unifying the interests of all persons—faculty, administration, local residents, and students.

Associated Student Government/Shared Governance
Since virtually all major decisions made at Saddleback College affect students in some way, student input into the various decision-making bodies is relevant, necessary, and welcomed. The Associated Students have adopted a constitution which establishes 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 Inter Club Council 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 949-582-4616, Student Services Center, Rooms 207 and 210 respectively.

Associated Student Services and Activities
With the support of the student body, the Associated Student Government plans, organizes, 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 ASB stamp fee, which students are encouraged to purchase during registration. This stamp provides the holder with free admissions to athletic events as well as, special discounts on many other college events. This stamp 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 that compete in 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: Basketball, cross country, football, golf, swimming, tennis, track and field, 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, SSC 210. College clubs include Alpha Gamma Sigma (Honor Society), Biological Society, International, Sign Language, and many others from which to choose.

An Interclub Council (ICC), consisting of representatives from each club, exists to coordinate events and activities and to share ideas. A “Clubs Information Week” is held near the beginning of each semester. Further 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 open to people from the college and community and are supported through the sale of ASB stamps and ASG funding.

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/fine-arts, or call 949-582-4747.

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 recently upgraded 400-seat McKinney Theatre. For more information visit our website at www.saddleback.edu/AP/fine-arts 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, and annuities. The Foundation is responsible for ensuring the 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. A current campaign, “Teaching Tomorrow’s Life Savers”, is underway to raise $2 million dollars for the equipment and supplies needed to educate and train future health-care professionals; nurses, paramedics, EMT’s, and medical assistants. 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 that 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 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, and upon paying initial dues, students remain members for life as 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

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 magazine, “Orange Appeal” 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 English students. Once yearly, the ESL (English as a Second Language) department produces “International Voice”, a compendium of student-written essays.
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 in keeping with the above, the following regulations have been established to effectively and efficiently guide the approved educational programs, approved student activities, and community services.

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

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

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

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

Academic dishonesty includes, but is not limited to:
Students’ Rights and Responsibilities

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 121 or at http://www.saddleback.edu/gov/senate/ascen/ascen/ethics.html.

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

Students’ Rights and Responsibilities

Recommended Range of Sanctions and Disciplinary Actions

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

For Matters Requiring Mild Discipline

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

Stronger Disciplinary Actions

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

Removal from Class by Instructor

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

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.

- Falsifying signatures on required forms or other academic records.
- Using another person’s identification, falsifying one’s identification, or representing one’s self as another person. Changing official academic records or documents, without going through a proper approval process.
- Knowingly misrepresenting successful completion of prerequisites.

Students’ Rights and Responsibilities

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- 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.
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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, 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 Room 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, HS/District Offices 316, 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, 949-582-4249, 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 employment or learning environment, unreasonably interferes with 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, HS 316, 949-582-4349 or the Vice President for Student Services, SSC Room 107, 949-582-4566.

Office of Human Resources
South Orange County Community College District
28000 Marguerite Parkway, HS 316
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
  - Old Federal Building
  - 50 United Nations Plaza, #329
  - San Francisco, CA 94102

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

**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 and Instructional Grievances**

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.

**Grade Grievance Procedures**

Note to the Student: By far, the great majority of differences arise as a result of grades assigned. By law, the instructor is solely responsible for the grades assigned; no instructor may be directed to change a grade except in certain narrow circumstances authorized by the Calif. Ed. Code, Section 76224 (a).

Section 76224 (a)

“When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student’s grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.”

When a student believes that the district grading policy has not been followed, the student should discuss this concern with the appropriate course instructor.

Following are the procedures to be used when a grievance is contemplated. The procedure should be completed within 90 days after the availability of grades for the semester during which the student was enrolled in the given course.

**Stage 1**

Prior to filing a grievance, an attempt must be made to solve the problem. The student is expected to contact his/her instructor directly to discuss their differences when grades are available to the student. At this stage most differences will be resolved. This contact should be conducted in the privacy of the instructor’s office whenever possible, and the pertinent issues should be well defined so that they may be discussed as objectively as possible.

**Stage 2**

The student submits a written request for a meeting with the instructor’s division administrator to resolve the grievance.

The written request must include, in detail, the grievant’s basis for initiating the grievance.

The student shall initiate this request within five (5) school days after meeting with the instructor, and the division administrator or designee shall meet with the instructor and student within five
Instructional Grievance Procedure

Stage 1
Prior to filing a grievance, an attempt must be made to solve the problem. The student is expected to contact his/her instructor directly to discuss their differences during the semester in which the problem occurs. At this stage, most differences will be resolved. This contact should be conducted in the privacy of the instructor’s office whenever possible, and the pertinent issues should be well defined so that they may be discussed as objectively as possible.

If the problem cannot be resolved at this level, then the student may progress to Stage 2 after informing the instructor that he/she plans to file a grievance.

Stage 2
The student submits a written request for a meeting with the instructor’s division/school administrator to resolve the grievance. If no other divisional or program policy exists, the mediation committee will consist of the following:

1. Student involved.
2. Faculty member involved.
3. Appropriate Vice President for Instruction or designee.

The division administrator’s decision completes the South Orange County Community College District Grade Grievance Procedures.

Definition of Terms
Fraud: A deliberate misrepresentation of the truth or a fact used to take money, rights, or other privilege or property away from a person or persons may be found to be fraud.

Bad Faith: Bad faith may be found in an instance of an intent to deceive, in an act of dishonesty.

Incompetency: Incompetency may be found in a lack of ability, qualifications, fitness, or performance.

Instructional Grievance Procedure

Following are the procedures to be used when a grievance is contemplated. The instructional grievance procedure should be completed within 90 days after the conclusion of the semester during which the student was enrolled in the given course.

Stage 1
Prior to filing a grievance, an attempt must be made to solve the problem. The student is expected to contact the instructor or designee directly to discuss their differences during the semester in which the problem occurs. At this stage, most differences will be resolved. This contact should be conducted in the privacy of the instructor’s office whenever possible, and the pertinent issues should be well defined so that they may be discussed as objectively as possible.

If the problem cannot be resolved at this level, then the student may progress to Stage 2 after informing the instructor that he/she plans to file a grievance.

Stage 2
The student submits a written request for a meeting with the instructor’s division/school administrator to resolve the grievance. If no other divisional or program policy exists, the mediation committee will consist of the following:

1. Division administrator or designee (committee chair). The designee shall serve in the administrative capacity of the division administrator.
2. The student lodging the grievance and an on-campus representative designated by him/her.
3. The faculty member involved and/or an on-campus representative designated by him/her.

The written request must include, in detail, the grievant’s basis for initiating the grievance.

The student shall initiate this request within five (5) school days after meeting with the instructor, and the division administrator or designee shall convene the mediation committee within five (5) school days of receipt of the formal request and all relevant data supplied by the student.

This committee will discuss the grievance in detail in an attempt to resolve the issue at this level. Meetings of the committee will be chaired by the division administrator or designee and will be closed to all observers.

At this stage, if the issue cannot be resolved to the satisfaction of the instructor and student, the committee chair assumes the responsibility for arriving at a decision regarding the validity of the grievance and appropriate action to be taken. Within two (2) school days, the decision and proposed action of the division administrator or designee will be communicated in writing with copies to the following:

1. Student involved.
2. Faculty member involved.
3. Appropriate Vice President for Instruction or designee.

If there is no appeal as provided in Stage 3, the action which the committee chair proposes to take will be taken.

Stage 3
If either the student or the faculty member involved is not satisfied with the decision or action by the committee chair, an appeal may be made to the appropriate Vice President for Instruction or designee for consideration within five (5) school days. This appeal will take the form of a written memorandum outlining the nature of the problem and the basis for the dissatisfaction with the decision or action taken. A copy of the appeal is to be filed with the committee chair and the student or faculty member involved, as appropriate. Once the appropriate Vice President for Instruction or designee has reviewed the memorandum and the written communication of the committee chair, he/she will schedule a private meeting with the grievant to discuss the matter within five (5) school days.

In consultation with the college President, the appropriate Vice President for Instruction has discretionary power to revoke, reverse, or modify the division administrator’s recommendation.

Following a review of the committee chair’s recommendation by the appropriate Vice President for Instruction (or an appointed designee) and the college President, a written response from the Vice President will be forwarded to the grievant, the committee chair, and to the appropriate faculty member.

The appropriate Vice President for Instruction’s decision completes the South Orange County Community College District Instructional Grievance Procedures.

Student Right-to-Know Disclosure

In compliance with the Student Right-to-Know and Jeanne Clery Act, 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 website” located at http://www.cccco.edu/divisions/iris/mis/srtk.htm

Parking

Complete parking rules and regulations are available in the Office of Campus Safety and Security (Parking Lot 1). The following portion of these parking regulations 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 designated parking lot.
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 on any vehicle parked in a numbered parking lot (metered spaces excepted) during posted hours: Sunday through Saturday, 7 a.m. to 10 p.m. Students may exchange hanging permit for static-cling 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 in 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
      -$10/Summer Session
      -$1/with current auto permit
      -$30/Annual--Only available for purchase during the Fall semester. An annual parking permit for motorcycles may also be purchased during the Fall semester for each academic year. The annual parking permit is valid throughout the academic year.
   (c) Short-term Parking-- all motor vehicles
      -$2.00/Day Permits can be purchased at the Daily Parking Permit dispenser machines located in lots 1, 5A, 10, and 13.

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

3. Parking Meters:
   (a) 1-Hour Meters—$0.50 per hour
   (b) 4-Hour Meters—$0.50 per hour

Public Transportation

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

Enjoying the fruits of their labor, students from FN 162 prepare to serve food that was made in class
Academic Regulations

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

Academic Record Symbols and Grade-point Average (GPA)

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

Non-Evaluative Symbol

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

Petitions for this exception must be received within the 90 day window for grade appeal after final grades are posted for a given semester.

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.

Grade Notification

Unofficial grades become available online soon after they have been submitted to the Office of Admissions and Records following final grades. However, official grades do not become available on transcripts until approximately three weeks after the semester ends. Students may view their grades on “MySite”. Grades are not available by mail or telephone.

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 or by changing the Credit/No Credit option through online registration. 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 coursework.

— 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 coursework 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 Office of Admissions and Records; such a grade change requires taking an appropriate examination and Board of Trustees approval.

— Standards for Dean’s List or other academic honors are based on letter-graded courses.

Course Repetition

State regulations govern the number of times a course may be repeated. Most courses completed at Saddleback College with a satisfactory grade may be repeated after a period of three years in order to regain former knowledge. Students who receive a “W” (withdrawal) may repeat the course; students with an “Incomplete” grade in a course may not register for the course again.

Non-Repeatable Courses

Most courses are designated as “non-repeatable,” and are limited to only one enrollment. However, a student who has received a grade of D, F, or NC in a course taken at Saddleback College, may repeat the course only one time.

Repetible Courses

Some courses in which skill development may require more than one semester may be repeated. These courses are designated with an “R” code and a number indicating the number of times the course may be repeated. This code is listed in the college catalog following the course description. If a course is identified as a repeatable course and a student earns a grade of D, F, or NC, the course repeat limitations do not change.

Grade Alleviation

After receiving a substandard grade in a non-repeatable course, and subsequently repeating the course, a student may request to have the substandard grade disregarded in the computation of their GPA by submitting a Request for Course Repeatability Update to the Office of Admissions and Records. The previous recorded coursework will remain on the student’s transcript and the transcript will show which course was excluded for purposes of grade-point calculation. In order to be considered for grade alleviation, the course must be repeated at the college where it was originally taken and the course must be an exact match.

If a course is identified as a repeatable course and a student earns a grade of D, F, or NC, the course repeat limitations do not change.

Mandated Training Requirement

Course 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. Such courses may be repeated for credit any number of times, regardless of whether or not substandard work was previously recorded, and the grade received each time shall be included for purposes of calculating the student’s grade-point average.

Petition for Special Circumstances

Under special circumstances, repetition of credit courses may be permitted. In order to be considered under special circumstances, the student must file a Petition for Course Repeat through the Office of Admissions and Records prior to the start of the semester. Grades awarded for courses repeated under this provision are not considered in calculating the student’s grade-point average and, in no case is the unit value of the repeated course counted more than once.

Scholarship Standards

Dean’s 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 DSBS students full-time equivalency may differ, please contact the DSBS office at 949-582-4750.

Academic Honors At Graduation

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

- Summa Cum Laude 4.0 GPA
- Magna Cum Laude 3.75 to 3.99 GPA
- Cum Laude 3.50 to 3.74 GPA

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 an academic probation when the earned grade point average in all units attempted is less than 2.0.

• Progress Probation

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

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

Removal From Probation

• Academic Probation

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

• Progress Probation

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

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 three consecutive semesters on academic or lack-of-progress probation. Also, VA students who complete three consecutive semesters on academic or lack-of-progression probation will not receive VA education benefits for the next semester they enroll in, and they must meet with a college counselor prior to their VA education benefits being reinstated. 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:

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

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

Remedial Coursework Limit

No more than 30 semester units of credit may be awarded to a student for remedial coursework. Courses in this category include English reading and writing courses one level below transfer-level composition (ENG 1A) and mathematics courses below beginning algebra (MATH 251).

The following students are exempted from this limitation:

1. Students who are enrolled in one or more courses of English as a Second Language.
2. Students identified as having a learning disability.

The college may grant a waiver to the 30-unit remedial course limitation to any student who demonstrates significant and measurable progress toward the development of skills needed for successful enrollment in college-level courses. Waivers are given only for specified periods of time or specified numbers of units. Students who have exhausted the unit limitation will be referred to appropriate noncredit adult-education programs.

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:

1. Student participation in officially recognized activities and sports including weight, height, and high school of graduation of athletic team members.
2. Degrees and awards received by students, including honors, scholarship awards, athletic awards and Dean’s List recognition.
3. Dates of attendance.
Students who do not wish to have the above directory information released must submit a written request to the Director of Admissions, Records, and Enrollment Services.

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 65% 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.
HUM 10 A (Culture, Science, and Society I)

The program has the following offering in its growing portfolio as of February 2005. Check the schedule of classes for availability of transcripts whether or not a student completes the entire program. Honors courses are specified as such on all Saddleback College transcripts, and special recognition at commencement. Successful completion of the program will result in a certificate of completion, a special Honors designation on the transcript, and special recognition at commencement.

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.

CORE courses: ENG 1A (Principles of Composition I) OR ENG 1B (Principles of Composition II) 5 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 2005. Check the schedule of classes for availability of courses designated as “Honors” in any given semester:

- ANTH 1 (Biological Anthropology)
- ANTH 2 (Cultural Anthropology)
- ART 20 (Art Appreciation)
- 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 15A (Survey of American Literature: 1620-1860)
- ENG 15B (Survey of American Literature: 1660-Contemporary)
- ENG 17A (Survey of English Literature: Beowulf to Romantic Movement)
- ENG 17B (Survey of English Literature: Romantic Movement to the Present)
- ENG 21A (World Literature—Ancient to 17th Century)
- ENG 25 (Introduction to Literature)
- ENG 27A (Introduction to the Novel)
- GEOL 7 (Weather and Climate)
- GEOL 20 (Introduction to Earth Science)
- HIST 4 (World History to 1750)
- HIST 9 (Diplomatic History of the United States)
- HIST 11 (Perspectives of Peace Studies)
- HIST 12 (Revolutions and Revolts)
- HIST 16 (History of the United States to 1876)
- HIST 17 (History of the United States Since 1876)
- HIST 19 (United States Since 1945)
- HIST 25 (History of American West)
- HIST 32 (California History)
- LIB 101 (Intermediate Information Competency Skills: Search Strategies)
- MS 20 (Introduction to Oceanography)
- PS 1 (American Government)
- PS 10 (Introduction to Political Theory)
- PSYC 1 (Introduction to Psychology)

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 2005 transfer agreements exist with Azusa Pacific University, California State University 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 are available in Library 317 and must be returned to:

Professor Carolyn Kuykendall
Saddleback College/Library 317
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 §5502. 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 §55758, 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 APSY 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 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 which will determine eligibility.
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 demerit, 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 make an appointment to see a Saddleback College counselor for review of their AP exam scores and processing of an Advanced Placement Examination Credit Petition. The Saddleback College transcript will show the AP exam credit applicable to the AA/AS G.E. as detailed below. Admissions and Records evaluators will adjust AP Exam credit as applicable when a student applies for CSU G.E. or IGETC certification.

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>IGETC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>5 units of elective credit and completion of</td>
<td>3 units credit in Area C1</td>
<td>No course credit established</td>
</tr>
<tr>
<td></td>
<td>the Fine Arts requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art Studio</td>
<td>5 units of elective Art Studio credit for</td>
<td>No course credit established</td>
<td>No course credit established</td>
</tr>
<tr>
<td></td>
<td>either Drawing or General Portfolio [5-unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>maximum credit for both exams]</td>
<td></td>
<td></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</td>
<td>Credit for CHEM 3</td>
</tr>
<tr>
<td></td>
<td>completion of Areas B1 and B3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>Credit for CS 1A with a score of 3. Credit</td>
<td>No course credit established</td>
<td>No course credit established</td>
</tr>
<tr>
<td>AB Exam Only</td>
<td>for CS 1B with a score of 4 or 5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics - Macro Exam</td>
<td>Credit for ECON 20 with a score of 3 or 4.</td>
<td>3 units credit in Area D2</td>
<td>3 units credit in Area 4</td>
</tr>
<tr>
<td></td>
<td>Credit for ECON 2 with a score of 5.</td>
<td></td>
<td>with a score of 3 or 4.</td>
</tr>
<tr>
<td>Economics - Micro Exam</td>
<td>Credit for ECON 20 with a score of 3 or 4.</td>
<td>3 units credit in Area D2</td>
<td>3 units credit in Area 4</td>
</tr>
<tr>
<td></td>
<td>Credit for ECON 4 with a score of 5.</td>
<td></td>
<td>with a score of 3 or 4.</td>
</tr>
<tr>
<td>English - Language</td>
<td>Credit for ENG 200 and 2 units of elective</td>
<td>3 units credit in and</td>
<td>Completion of Area 1A with</td>
</tr>
<tr>
<td>and Composition</td>
<td>credit with a score of 3 and Matriculation</td>
<td>completion of Area A2.</td>
<td>a score of 4 or 5. [5 units</td>
</tr>
<tr>
<td></td>
<td>Placement in ENG 1A. Credit for ENG 1A and 2</td>
<td></td>
<td>maximum credit for both</td>
</tr>
<tr>
<td></td>
<td>elective units with a score of 4 or 5 and</td>
<td></td>
<td>English exams].</td>
</tr>
<tr>
<td></td>
<td>Matriculation Placement in ENG 1B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English - Literature</td>
<td>Credit for ENG 200 and 2 units of elective</td>
<td>3 units credit in and</td>
<td>Completion of Area 1A with</td>
</tr>
<tr>
<td>and Composition</td>
<td>credit with a score of 3 and Matriculation</td>
<td>completion of Area A2 and 3</td>
<td>a score of 4 or 5. [5 units</td>
</tr>
<tr>
<td></td>
<td>Placement in ENG 1A. Credit for ENG 1A and 2</td>
<td>units credit in Area C2.</td>
<td>maximum credit for both</td>
</tr>
<tr>
<td></td>
<td>elective units with a score of 4 or 5 and</td>
<td></td>
<td>English exams].</td>
</tr>
<tr>
<td></td>
<td>Matriculation Placement in ENG 1B.</td>
<td></td>
<td></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</td>
<td>3 units of elective credit</td>
<td>3 units credit in Area D8</td>
<td>No course credit established</td>
</tr>
<tr>
<td>United States</td>
<td></td>
<td>and completion of the national government</td>
<td></td>
</tr>
<tr>
<td>Government and Politics</td>
<td>3 units of elective credit</td>
<td>3 units credit in Area D8</td>
<td></td>
</tr>
<tr>
<td>Comparative</td>
<td></td>
<td>portion of the American Institutions</td>
<td></td>
</tr>
<tr>
<td>History - United States</td>
<td>5 units of elective credit with a score of 3.</td>
<td>3 units credit in Area D6</td>
<td>3 units credit in Area 4</td>
</tr>
<tr>
<td></td>
<td>HIST 22 and 2 elective credits with a score</td>
<td>and completion of the US</td>
<td>with a score of 4 or 5</td>
</tr>
<tr>
<td></td>
<td>of 4 or 5.</td>
<td>History portion of the</td>
<td></td>
</tr>
<tr>
<td>History - European</td>
<td>5 units of elective credit with a score of 3.</td>
<td>3 units credit in Area D6</td>
<td>3 units credit in Area 3</td>
</tr>
<tr>
<td></td>
<td>Credit for History 5 and 2 elective credits</td>
<td>and completion of the</td>
<td>with a score of 4 or 5</td>
</tr>
<tr>
<td></td>
<td>with a score of 4 or 5.</td>
<td>American Institutions</td>
<td></td>
</tr>
<tr>
<td>Language Other</td>
<td>Credit for language course 3 with a score of</td>
<td>6 units credit in Area C2</td>
<td>5 units of Humanities credit</td>
</tr>
<tr>
<td>Than English</td>
<td>3 or 4.</td>
<td></td>
<td>in Area 3</td>
</tr>
<tr>
<td></td>
<td>Credit for language course 4 with a score of 5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>AA/AS GE</td>
<td>CSU GE</td>
<td>IGETC</td>
</tr>
<tr>
<td>-------------------------------------------</td>
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<td>---------------------------------------------</td>
<td>--------------------------------------------</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>
<tr>
<td>Mathematics - Calculus AB Exam</td>
<td>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.</td>
<td>3 units credit in Area B4</td>
<td>Credit for MATH 2. [5 units maximum credit for both Math exams.]</td>
</tr>
<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 MATH 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>Credit for PHYS 2A</td>
<td>6 units credit in and completion of Areas B1 and B3</td>
<td>Credit for PHYS 2A</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>Credit for MATH 10</td>
</tr>
</tbody>
</table>

**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 recognize 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 Office.

### 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.

### 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 attained 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 (Principles of Composition) and three semester units of ENG 25 (Introduction to Literature) upon completion of one semester in residence.

### California Registered Nurse License

Holders of current Registered Nursing Licenses completing the graduation requirements described in the Nursing Program will be given full credit for the nursing major. Refer to Degrees, Certificates, and Awards section of this catalog for details.
Military Service Credit

Six semester units of general elective credit toward an 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-295.

Servicemen’s Opportunity College

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

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

Contact the Counseling Office, SSC 167, 949-582-4572.

2+2 Articulation: High School/Regional Occupational Program


These agreements permit students to earn a Saddleback College “2+2” Articulation Certificate and receive college credit for selected high school or Regional Occupational Program (ROP) coursework completed with a grade of “B” or better. After enrollment at Saddleback College, 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—Regular Course**
  A student may, because of special circumstances, petition to take a course listed in this catalog on an individual independent study basis. A petition must be approved by the instructor who will supervise the contract study as well as by the division dean and Vice President for Instruction. Petitions for independent study are available in division offices. Completed petitions shall be filed no later than the 10th day of classes in the Office of Admissions and Records to complete enrollment.

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

- **Special Studies Workshops**
  Special Studies Workshops may be requested by groups of students who wish to pursue advanced study with an instructor after completing an introductory offering; for non-traditional educational experiences where regular course offerings are not available; for non-department interdisciplinary study; to experiment with pilot courses; or to meet particular community education needs. A learning contract between the instructor and a group of students is entered into whereby the contracted hours and areas of study are clearly delineated as well as the means by which students will master the subject matter and be evaluated. Special Studies Workshops require the approval of the appropriate division dean and the Vice President for Instruction. Approval is dependent upon adherence to district policy on minimal class size as well as conformity to established standards of academic rigor. Independent Study/Special Study Workshop forms are available only in the division office and shall be filed no later than the 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 Advanced Technology and Applied Science office.
Other College Programs

Emeritus Institute

The Emeritus Institute is a dynamic and comprehensive academic program designed to provide courses which will be of interest and value to persons of all ages, particularly the 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/emeritus.

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 programs were scheduled in Oxford, England; Florence, Italy; Salamanca, Spain; China; France; and Greece. A London Theatre program is often scheduled for spring vacation.

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."

1. Students may apply only one course below transferable freshman composition ENG 1A toward the Associate Degree.

V. Major Requirement (satisfy one):

1. Complete an Associate degree program as described in the Saddleback College catalog.

2. Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines.

3. Complete 36-39 units approved to meet the general education pattern of the California State University system or the Intersegmental General Education Transfer Curriculum (IGETC), 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."

1. Students may apply only one course below transferable freshman composition ENG 1A toward the Associate Degree.

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 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 one of these options:
A. Completion with a grade of "C" or better of ENG 1B or 170 or 180.
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
   3. 35-39 percentile on the Comprehension section of the Nelson-Denny Reading Test, Form H, or on an equivalent test. The Nelson-Denny Reading Test may be repeated once only, starting with the semester in which the student will have completed a minimum of 45 units.
C. Completion of ENG 340 with a grade of C or better. Skills developed in ENG 340 meet Reading Competency requirements. Units earned do not apply to the associate degree.

4. INFORMATION COMPETENCY
Information competency is the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods, and technological literacy. Information competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills.

One of the following courses completed Fall Semester 2004 or later with a grade of "C" or better:
ANTH 2*, 3*, 4*, 6, 8
BIO 18/ENV 18
BUS 102
CCS 1*, 2*, 10*
DANC 64
ENG 1B, 170
ENV 1
FCS 115
FN 50
HIST 4, 5, 12*, 16, 17, 32
LIB 100, 101, 102
PSYC 1, 2, 7
SP 1, 2, 3

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 12
ART 4, 20, 21*, 22*, 23*, 24*, 25, 26, 28, 29*
CA 29*, 30
DANC 64
FASH 144*
FA 27
HORT 115
ID 110, 122, 125
MUS 1, 20, 23*, 24, 25, 26, 27, 28, 29*
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:
ARCH 2*, 3*, 4*, 8, 9, 10, 20*/SP 20*, ANTH 21*
BUS 1
CCS 1*, 2*, 10*
DANC 64
ENG 1B, 170
ENV 1
FCS 115
FN 50
HIST 4, 5, 12*, 16, 17, 32
LIB 100, 101, 102
PSYC 1, 2, 7
SP 1, 2, 3

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 ANTH 1 or within one year after completing 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 GEOG 1 or within one year after completing GEOG 1)
GERL 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*
DANC 64
ENG 1B, 170
ENV 1
GEOG 2*, 3
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, 2, 4*, 6*, 10, 15, 21*, 25
WS 10*, 21*, 40*

Group B. American Institutions
HIST 7 or 8 or 16 or 17 or 22 or PS 1
+PSYC 7 meets either Social & Behavioral Group A or Life Skills Group A, not both.
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
   - APST 1, 140, 150, 151, 160
   - BUS 116
   - FCS 115, 140, 142
   - FN 50, 64
   - GERO 101
   - HLT 1, 3
   - HS 170, 175
   - PSYC 5, 7+, 33
   - SPS 115, 205
   - WS 120

   **Group B. Critical Thinking**
   - ENGL 1B, 170
   - PHIL 12
   - SP 2, 3
   - \[+PSYC 7\text{ meets either Social & Behavioral Group A or Life Skills Group A, not both.}\]

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.

   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.

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**General Studies—Associate in Arts Degree**

The General Studies major is defined as follows:

1. Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines, in addition to those used to meet the Associate Degree General Education requirements for graduation; or
2. Completion of a minimum of 60 transferable units and certification of all requirements of the California State University General Education Certification pattern will satisfy graduation requirements at Saddleback College for an Associate in Arts Degree with a major in General Studies; or
3. Completion of a minimum of 60 transferable units and certification of all requirements of the Intersegmental General Education Transfer Curriculum (IGETC) will satisfy graduation requirements at Saddleback College for an Associate in Arts Degree with a major in General Studies.

**NOTE:** Completion and certification of either the CSU General Education or IGETC pattern may also substitute for Saddleback College general education requirements with a major other than General Studies.

**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 and 1B (or equivalent) 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:
   a. General education requirements for which equivalents have not been completed.
   b. The requirements in the major field.
   c. Residence and scholarship requirements.

3. Second Associate Degrees from Saddleback College
   The student may qualify for an additional associate degree under the following circumstances:
   a. The second major is offered in a different field of study.
   b. At least 12 units are earned in residence after conferral of the first degree.
   c. All requirements of the major are fulfilled.

A horticulture student receives assistance in the delivery of plants purchased at the annual spring plant sale grown by the horticulture classes.
Snack time at the College’s children’s center, future students enjoying snacks with a current student of the Child Development and Educational Studies Program
Degrees, Certificates, and Awards

O.S.A. A.A. A.S. C.A. Page
Accounting ........................................... 45
Accountant ............................................. 45
Computerized Accounting Specialist ......... 45
Tax Preparation ...................................... 45
Administrative Assistant ............................ 46
American Sign Language Interpreting ......... 46
Anthropology ........................................... 46
Aquarium and Aquaculture Science .......... 47
Architectural Drafting ............................... 47
Art ........................................................ 48
Astronomy ................................................ 48
Automotive Technology ............................. 48
Automotive Chassis Specialist .................... 48
Automotive Engine Service Specialist ......... 49
Automotive Tune-Up Specialist ................... 49
General Automotive Mechanics .................. 50
Biology .................................................... 50
Business Administration ......................... 50
Business Administration—Transfer .......... 50
Business and Commerce—General ............ 51
Business Management ............................... 51
Business Leadership .................................. 51
Business Marketing ................................... 52
International Business ............................ 52
Professional Retailing Preparation ............ 52
Retail Management ................................... 53
Small Business Management ..................... 53
Human Resources Management ................. 54
Project Management .................................. 54
Chemistry ............................................... 54
Child Development and Educational Studies 54
Teacher ................................................... 54
Master Teacher ........................................ 55
Educational Assistant ................................ 55
Site Supervisor ........................................ 56
Associate Teacher ................................... 56
Computer and Information Management .... 56
Applications Developer ............................. 56
Business Systems Analyst ........................ 57
E-Commerce Specialist ............................ 57
Network Administrator ............................. 58
Software Specialist .................................. 58
Web Designer ........................................... 59
Webmaster .............................................. 59
Homeland Security: Security+ ................. 60
Computer Maintenance Technology ........ 60
Computer Science .................................... 60
Construction Inspection ........................... 61
Consumer Services .................................. 61
Cosmetology .......................................... 61
Cross Cultural Studies ............................. 61
Culinary Arts .......................................... 62
Catering ............................................... 62
Culinary Arts .......................................... 63
Advanced Culinary Arts ......................... 63
Food Service ......................................... 64
Dance .................................................... 64
Digital Post-Production ............................ 64
DRAFTING TECHNOLOGY ......................... 65
Ecological Restoration ............................. 65
Economics .............................................. 66
Electronic Technology ............................. 66
Analog and Digital Circuit ....................... 66
Electronic Technology ............................. 66
Digital Electronic Technology ................... 66
General Electronic Technology .................. 66
Emergency Medical Technician ............... 67
Engineering ............................................. 67
English Literature .................................... 67
Environmental Studies ............................ 68
Family and Consumer Sciences ............... 68
Fashion Design ...................................... 68
Fashion Design and Apparel Manufacturing 69
Fashion Merchandising ............................ 70
Fashion Merchandising ............................ 70
Fine Arts .............................................. 71
Foods .................................................... 71
Foreign Language .................................... 71
Foreign Language, General ...................... 72
General Studies ...................................... 72
Geographic Information Systems .............. 72
Geography ............................................. 72
Geology ................................................ 73
Gerontology .......................................... 73
Graphix ............................................... 74
Computer Graphics ............................... 74
Graphic Communications ....................... 74
Graphic Design ...................................... 74
Illustration/Animation ............................ 74
History ................................................ 75
Horticulture ......................................... 75
General Horticulture .............................. 75
Plant Identification ............................... 76
Human Development ............................... 76
Human Services ...................................... 76
Alcohol and Drug Studies ....................... 76
Corrections and Criminal Justice ............ 77
Eating Disorders .................................... 77
Family Services ...................................... 77
Human Services Generalist ..................... 78
Mentor and Prevention ............................ 78
Victim Services/Domestic Violence .......... 78

O.S.A.: Occupational Skills Award - Vocational Program (6-17.9 Units)
A.S.: Associate in Science Degree
A.A.: Associate in Arts Degree
C.A.: Certificate of Achievement - Vocational Program (18 units or more)
<table>
<thead>
<tr>
<th>O.S.A.</th>
<th>A.A.</th>
<th>A.S.</th>
<th>C.A.</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Languages</td>
<td>79</td>
<td>79</td>
<td>Interior Design</td>
<td></td>
</tr>
<tr>
<td>Humanities General</td>
<td>79</td>
<td>79</td>
<td>Office and Computer Skills</td>
<td></td>
</tr>
<tr>
<td>Interior Design</td>
<td>79</td>
<td>79</td>
<td>Paramedic</td>
<td></td>
</tr>
<tr>
<td>Interiors Merchandising</td>
<td>79</td>
<td>79</td>
<td>Interior Design Assistant</td>
<td></td>
</tr>
<tr>
<td>Interior Design Professional</td>
<td>80</td>
<td>80</td>
<td>Phlebotomist/Laboratory Assistant</td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td>80</td>
<td>80</td>
<td>Photography</td>
<td></td>
</tr>
<tr>
<td>Landscape Design</td>
<td>80</td>
<td>80</td>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>General Landscape Design</td>
<td>81</td>
<td>81</td>
<td>Physical Science</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>81</td>
<td>81</td>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Marine Science Technology</td>
<td>81</td>
<td>81</td>
<td>Political Science</td>
<td></td>
</tr>
<tr>
<td>Marine Science Technician</td>
<td>81</td>
<td>81</td>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td>Seamanship</td>
<td>81</td>
<td>81</td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>81</td>
<td>81</td>
<td>Practical Nursing</td>
<td></td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>82</td>
<td>82</td>
<td>Real Estate</td>
<td></td>
</tr>
<tr>
<td>Administrative Medical Assistant</td>
<td>82</td>
<td>82</td>
<td>Real Estate Appraisal</td>
<td></td>
</tr>
<tr>
<td>Clinical Medical Assistant</td>
<td>82</td>
<td>82</td>
<td>Real Estate Escrow</td>
<td></td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>82</td>
<td>82</td>
<td>Real Estate Sales/Broker Associate</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>83</td>
<td>83</td>
<td>Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>84</td>
<td>84</td>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>84</td>
<td>84</td>
<td>Speech/Communication</td>
<td></td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>84</td>
<td>84</td>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>Licensed Vocational Nurse to Registered Nurse</td>
<td>84</td>
<td>84</td>
<td>Theatre Arts</td>
<td></td>
</tr>
<tr>
<td>Licensed Vocational Nurse to Registered Nurse (30-Unit Option)</td>
<td>84</td>
<td>84</td>
<td>Travel and Tourism</td>
<td></td>
</tr>
<tr>
<td>Diploma School Registered Nursing</td>
<td>85</td>
<td>85</td>
<td>Women's and Gender Studies</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
Certificates and Degrees

Graduation 2005
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.

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

Restricted Electives:

ACCT 110 Introduction to Accounting 3
ACCT 120 Intermediate Accounting I 3
ACCT 217 Partnership and Corporate Taxation 3
ACCT 275 Auditing 3

Total 19.5

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.


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 system, as well as the latest commercial software, and the ability to analyze financial statements.

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

Restricted Electives:

CIM 223B Computerized Accounting: QuickBooks—Advanced 1.5
Select three units from Restricted Electives 3

Total 19.5

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.

*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

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

Associates Degree

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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.

RECOMMENDED ELECTIVES: BUS 1, 12, 125, CIM 189, 289.

Associate in Arts Degree
Completion of at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

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RECOMMENDED ELECTIVES: BUS 1, 12, 125, CIM 189, 289.

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.

RECOMMENDED ELECTIVES: BUS 1, 12, 125, CIM 189, 289.

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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.

RECOMMENDED ELECTIVES: BUS 1, 12, 125, CIM 189, 289.

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.

RECOMMENDED ELECTIVES: BUS 1, 12, 125, CIM 189, 289.

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.

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RECOMMENDED ELECTIVES: BUS 1, 12, 125, CIM 189, 289.

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.

RECOMMENDED ELECTIVES: BUS 1, 12, 125, CIM 189, 289.

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.

RECOMMENDED ELECTIVES: BUS 1, 12, 125, CIM 189, 289.

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.

RECOMMENDED ELECTIVES: BUS 1, 12, 125, CIM 189, 289.

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.

RECOMMENDED ELECTIVES: BUS 1, 12, 125, CIM 189, 289.
Saddleback College Catalog 2005/06

Course ID  Title  Units
ANTH 1  Biological Anthropology  3
ANTH 2  Cultural Anthropology  3
ANTH 3*  Culture and Language  3
ANTH 9  Introduction to Anthropology  3
Select three courses from Restricted Electives 9

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  Celtic Cultures  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
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines and a minimum of 60 units including the general education requirements with an overall GPA of 2.0.

Course ID  Title  Units
ARCH 10  Introduction to Architecture  2
ARCH 42*  Descriptive Drawing and Perspective  3
ARCH 124A  Architectural Drawing I  4
ARCH 124B*  Architectural Drawing II  4
ARCH 126  Materials and Methods of Construction  3
ARCH 132*  Residential Planning Principles and Design  3

Second Year
ARCH 12  History of Architecture  3
ARCH 50*  Introduction to Computer-Aided Drafting  3
ARCH 51*  Computer-Aided Drafting  3
ARCH 122  Architectural Practice  2
ARCH 124C*  Architectural Drawing III  4
ARCH 152*  Advanced Computer-Aided Drafting  3
Select one Specialty Course 3-4

Total 40-41

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.

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 Code  3
ARCH 213  Mechanical Code: Heating, AC, Refrigeration, and Ductwork  3
ARCH 214  Code Enforcement and Disabled Access  3
ARCH 289  Special Topics  3-4

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

Specialty Courses:
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 Code  3
ARCH 213  Mechanical Code: Heating, AC, Refrigeration, and Ductwork  3
ARCH 214  Code Enforcement and Disabled Access  3
ARCH 289  Special Topics  3-4

*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**
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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 4, 20, 21, 22, 23, 24, 28, 29; FA 27; MUS 20; TA 20.

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**Art Associate Degree Program**

The curriculum in the Art Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses 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><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 85*</td>
<td>Beginning Life Drawing</td>
<td>3</td>
</tr>
<tr>
<td>Select six units from Options</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>30</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, printmaking, sculpture, jewelry, or photography. See the Announcement of Courses section of the catalog.

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**Astronomy Associate Degree Program**

The curriculum in the Astronomy Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses 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>and</td>
<td></td>
<td></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>5</td>
</tr>
<tr>
<td>MATH 3B*</td>
<td>Analytic Geometry and Calculus</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 4A*</td>
<td>General Physics</td>
<td>5</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYS 4B*</td>
<td>General Physics</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 4C*</td>
<td>General Physics</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>34</td>
</tr>
</tbody>
</table>

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

---

**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 under-car emphasis. This program is ideal for the small-business owner or the dealership career-oriented technician.

**Course ID** | **Title** | **Units**
--- | --- | ---
AUTO 100 | Automotive Fundamentals | 3
AUTO 105† | Automotive Power Train | 3
AUTO 106A† | Automotive Suspension and Alignment | 3
AUTO 106B* | Automotive Brakes | 3
AUTO 107* | Automatic Transmissions | 3
AUTO 108* | Automotive Air Conditioning | 3
Select one Specialty Course | .5-4

**Total** | 18.5-22

**Specialty Courses:**
- AUTO 109* California B.A.R. Basic Area Clean
- AUTO 189/289 Special Topics
- AUTO 205* Advanced Smog Update Training
- AUTO 206 Electrical/Electronic Systems Training
- CWE 168*/169† Cooperative Work Experience: Automotive

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
†CWE 168/169 should be taken after completing at least 9 units of the Automotive Chassis Specialist Certificate 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**

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

Automotive Engine Service Specialist Certificate Program

This program prepares a student for a career as an automotive mechanic. 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 Specialty Course | .5-4

**Total** | 19.5-23

**Specialty Courses:**
- AUTO 108* Automotive Air Conditioning
- AUTO 109* California B.A.R. Basic Area Clean
- AUTO 189/289 Special Topics
- AUTO 204* High Performance Engine Blueprinting
- AUTO 205* Advanced Smog Update Training
- CWE 168*/169† Cooperative Work Experience: Automotive

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
†CWE 168/169 should be taken after completing at least 9 units of the Automotive Engine Service Specialist Certificate 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**

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.
### 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

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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

**Business Administration Degree Program**

The curriculum in the Business Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses for the Associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 1A, 1B*</td>
<td>Financial/Managerial Accounting</td>
<td>4.4</td>
</tr>
<tr>
<td>BUS 1</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 12</td>
<td>Business Law</td>
<td></td>
</tr>
<tr>
<td>or or</td>
<td></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>or or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIM 10</td>
<td>Introduction to 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>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

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

### Biology Associate Degree Program—Biological Science

The curriculum in the Biology Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate degree would demonstrate commitment to the major, attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses 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>
<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>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

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

### Specialty Courses:

- AUTO 107* Automotive Transmissions 3
- AUTO 108* Automotive Air Conditioning
- AUTO 109* California B.A.R. Basic Area Clean Air Car Course 4
- AUTO 205* Advanced Smog Update Training .5
- CWE 168*/169† Cooperative Work Experience: Automotive 1

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

†CWE 168/169 should be taken after completing at least 9 units of General Automotive Mechanic Certificate program.
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, 260; ENG 1A: MATH 9, 10; PHIL 12 or 15.

**Business and Commerce—General**

The curriculum in the Business and Commerce—General Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses 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>or BUS 1</td>
<td>Introduction to Business</td>
<td></td>
</tr>
<tr>
<td>or BUS 150</td>
<td>Survey of International Business</td>
<td>3</td>
</tr>
<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</td>
<td></td>
</tr>
<tr>
<td>or or or</td>
<td>Systems</td>
<td></td>
</tr>
<tr>
<td>CIM 10</td>
<td>Introduction to Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>or CIM 120</td>
<td>Computer Literacy</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>23.5-25</strong></td>
</tr>
</tbody>
</table>

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

**Associate in Arts Degree**

**Associate in Science Degree**

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 two Occupational Skills Awards to choose from. Transfer Business Management majors should refer to the Business Administration Transfer Program.

**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 BUS 150</td>
<td>Survey of International Business</td>
<td></td>
</tr>
<tr>
<td>or BUS 160</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 102*</td>
<td>Oral Business Techniques (meets AA Oral Communication requirement)</td>
<td>3</td>
</tr>
<tr>
<td>BUS 104*</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS 120</td>
<td>Essentials of Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 135</td>
<td>Elements of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>or BUS 137</td>
<td>Professional Selling Fundamentals</td>
<td></td>
</tr>
<tr>
<td>or BUS 295*†</td>
<td>Internship</td>
<td>1</td>
</tr>
<tr>
<td>and CWE 168*†</td>
<td>Cooperative Work Experience: Business Management</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

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

†Must be taken concurrently

**Associate in Arts Degree**

**Associate in Science Degree**

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

**Associate in Arts Degree**

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

**Business Marketing Certificate Program**

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BUS 1</td>
<td>Introduction to Business</td>
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</tr>
<tr>
<td>or or</td>
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</tr>
<tr>
<td>BUS 150</td>
<td>Survey of International Business</td>
<td>3</td>
</tr>
<tr>
<td>or or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 160</td>
<td>Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>or or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 102*</td>
<td>Oral Business Techniques (meets AA Oral Communication requirement)</td>
<td>3</td>
</tr>
<tr>
<td>or or</td>
<td></td>
<td></td>
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<tr>
<td>BUS 138</td>
<td>Advertising</td>
<td>3</td>
</tr>
<tr>
<td>or or</td>
<td></td>
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</tr>
<tr>
<td>BUS 104*</td>
<td>Business Communication</td>
<td>3</td>
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<tr>
<td>or or</td>
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<tr>
<td>BUS 125</td>
<td>Human Relations in Business</td>
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<td>or</td>
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<td></td>
</tr>
<tr>
<td>BUS 135</td>
<td>Elements of Marketing</td>
<td>3</td>
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<tr>
<td>or or</td>
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<td></td>
</tr>
<tr>
<td>BUS 137</td>
<td>Professional Selling Fundamentals</td>
<td>3</td>
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<tr>
<td>or or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 295†</td>
<td>Internship</td>
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</tr>
<tr>
<td>and</td>
<td></td>
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</tr>
<tr>
<td>CWE 168*† Cooperative Work Experience: Business Marketing</td>
<td>2</td>
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</tr>
</tbody>
</table>

Total 18

*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.

**Associate in Arts Degree**

Complete at least 18 units (or as described in the major area of study in one of the three skill areas). The Professional Retailing program is designed to allow a choice of additional study in one of the three skill areas.

**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 recommended 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.

**Course ID** | **Title** | **Units**
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>BUS 1</td>
<td>Introduction to Business</td>
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<tr>
<td>or or</td>
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</tr>
<tr>
<td>BUS 12</td>
<td>Business Law</td>
<td>3</td>
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<tr>
<td>or or</td>
<td></td>
<td></td>
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<tr>
<td>BUS 14</td>
<td>Legal Environment of Business</td>
<td>3</td>
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<tr>
<td>or or</td>
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<tr>
<td>BUS 135</td>
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<td>3</td>
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<td>or or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 150</td>
<td>Survey of International Business</td>
<td>3</td>
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<tr>
<td>or or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 150</td>
<td>Small Business Management</td>
<td>3</td>
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<tr>
<td>or or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 295††</td>
<td>Internship</td>
<td>1</td>
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<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWE 168*†† Cooperative Work Experience: International Business</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Total 18

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

**RECOMMENDED ELECTIVES:** BUS 104, 116, 120, 125, 189.

**Professional Retailing Certificate Program**

Success in business roles and merchandising is often found in the skills of management, promotion, or merchandising. The Professional Retailing program is designed to allow a choice of additional study in one of the three skill areas.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BUS 12</td>
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<td>or or</td>
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<td></td>
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<tr>
<td>BUS 14</td>
<td>Legal Environment of Business</td>
<td>3</td>
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<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 103</td>
<td>Business English</td>
<td>3</td>
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<tr>
<td>or</td>
<td></td>
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<tr>
<td>BUS 135</td>
<td>Elements of Marketing</td>
<td>3</td>
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<tr>
<td>or or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 104*</td>
<td>Business Communication</td>
<td>3</td>
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<tr>
<td>or</td>
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<tr>
<td>BUS 120</td>
<td>Essentials of Business Management</td>
<td>3</td>
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</table>

**Area II—Promotion**

<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>
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<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 138</td>
<td>Advertising</td>
<td>3</td>
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<tr>
<td>or</td>
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</tr>
<tr>
<td>CIM 228A*</td>
<td>Business Desktop Publishing—Beginning</td>
<td>3</td>
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<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIM 228B*</td>
<td>Business Desktop Publishing—Advanced</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GC 101</td>
<td>Introduction to Graphic Communication</td>
<td>3</td>
</tr>
<tr>
<td>or or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASH 150</td>
<td>Fashion Apparel and Professional Techniques</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**
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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 12 or 14, 116, 137, 138, 150, 260.

---

**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 retail management and the requirements for success. Completion of the program in Retail Management enhances the opportunity for entry employment as well as advancement in a retail career.

**Course ID**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ACCT 1A</td>
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<tr>
<td>or</td>
<td>General Accounting</td>
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<tr>
<td>ACCT 215</td>
<td>Business Analysis and Calculations</td>
<td>3</td>
</tr>
<tr>
<td>BUS 102*</td>
<td>Oral Business Techniques (meets AA Oral Communication requirement)</td>
<td>3</td>
</tr>
<tr>
<td>BUS 104*</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS 120</td>
<td>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>BUS 135</td>
<td>Elements of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 136</td>
<td>Principles of Retailing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 221</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>CIM 1</td>
<td>Introduction to Computer Information Systems</td>
<td>3</td>
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<tr>
<td>or</td>
<td>Introduction to Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total**

30-31

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

---

**Small Business Management Certificate Program**

Provides a planned business approach to developing and managing your own small business.

**Course ID**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 12</td>
<td>Business Law</td>
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<td>BUS 14</td>
<td>Legal Environment of Business</td>
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<tr>
<td>BUS 104*</td>
<td>Business Communication</td>
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<td>BUS 135</td>
<td>Elements of Marketing</td>
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</tr>
<tr>
<td>BUS 295*†</td>
<td>Internship</td>
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<td>or</td>
<td>and and</td>
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</tr>
<tr>
<td>CWE 168*†</td>
<td>Cooperative Work Experience: Business</td>
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<td>or</td>
<td>Management</td>
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<td>BUS 137</td>
<td>Professional Selling Fundamentals</td>
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<tr>
<td>BUS 160</td>
<td>Small Business Management</td>
<td>3</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 Science Degree**
Completion of the certificate program and a minimum of 60 units including the general education requirements with an overall GPA of 2.0 qualifies the student for the Associate in Science degree. A minimum of 12 units must be completed at Saddleback College.

**Associate in Arts Degree**
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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 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.
Certificates and Degrees

Associate Degree

Course ID | Title                | Units
----------|----------------------|-------
BUS 120   | Essentials of Business Management | 3
BUS 125   | Human Relations in Business         | 3
BUS 221   | Human Resources Management          | 3
Total     |                      | 9

Project Management

Occupational Skills Award

The Project Management Skills Award provides the opportunity to master the necessary management concepts to successfully complete projects with an effective level of leadership, planning, and teamwork. The courses assist in the development of the needed skills to ultimately gain personal confidence and trust of others to lead a project management team. Completion of this program increases the value of the management skills needed for entry-level 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
CIM 221*  | Managing Projects with Microsoft Project | 3
Total     |                                      | 9

Chemistry Associate Degree Program

The curriculum in the Astronomy Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support 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 courses for the Associate in Science degree:

Course ID | Title                                | Units
----------|--------------------------------------|-------
CHEM 1A*† | General Chemistry                     | 5
CHEM 1B*  | General Chemistry                     | 5
Total     |                                      | 10

†Must be taken concurrently

Chemistry Associate Degree Program

Course ID | Title                                | Units
----------|--------------------------------------|-------
CIM 221*  | Managing Projects with Microsoft Project | 3
Total     |                                      | 9

Child Development and Educational Studies Certificate Program

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.

The Child Development and Educational Studies program offers awards and certificates aligned with state requirements for teachers of young children.

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

Teacher Certificate Program

This certificate is designed to meet the Teacher level of the Children’s Center Permit, which allows instruction and supervision of Assistant and Associate Teacher-level staff in children’s settings. The program is relevant for child development specialists, early-childhood teachers, elementary school teachers, directors, recreation leaders, parents, and potential parents.

The Teacher Certificate Program provides the opportunity to master the necessary management concepts. Refer also to the Transfer Pattern section of this catalog or to the catalog of the intended college of transfer. Courses selected to fulfill requirements for the Associate degree should reflect requirements of the college to which the student plans to transfer. Consult with a counselor for assistance in planning a program.

RECOMMENDED ELECTIVES: BIO 3C; MATH 3A, 3B; PHYS 2A, 2B or 4A, 4B.
**Associate Degree**

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

**Associate in Arts Degree**
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

**Master Teacher Certificate Program**

This certificate exceeds the minimum teaching requirements for children's settings regulated by Title 22. It is designed to meet the requirements for state of California Children's Center Permit: Master Teacher Level Title 5 Child Development Programs. This includes providing instruction and supervision of Assistant, Associate and Teacher level staff; and serving as coordinator of curriculum and staff development. Master Teacher Permit requires work experience of 350 days of 3 hours per day within 4 years; 175 hours can be met through listed course work.

**Core Courses:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CDES 110*</td>
<td>Introduction to Early Childhood Programs and Practices</td>
<td>3</td>
</tr>
<tr>
<td>CDES 120*</td>
<td>Observations of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>CDES 121†</td>
<td>Early Childhood Curriculum and Student Teaching</td>
<td>3</td>
</tr>
<tr>
<td>CWE 168*/169†</td>
<td>Cooperative Work Experience: Child Development and Ed Studies</td>
<td>2</td>
</tr>
<tr>
<td>CDES 127</td>
<td>Adult Supervision and Mentor Practices</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 7</td>
<td>Developmental Psychology: Childhood and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Socialization of the Child</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select nine units from Restricted Electives</td>
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</tr>
<tr>
<td></td>
<td>Select six units from one Specialty Area</td>
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<td></td>
<td>General Education (Must include at least one degree applicable course in each area)</td>
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<tr>
<td></td>
<td>English/Language Arts; Science or Math; Social Sciences; Humanities/Fine Arts</td>
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<td><strong>Total</strong></td>
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</tbody>
</table>

**Restricted Electives:**
- CDES 111: Child Guidance (3)
- CDES 112: Health, Safety, and Nutrition for Children (1)
- CDES 113*: Early Concepts of Science and Numeracy (2)
- CDES 114*: Early Creative Art and Music (2)
- CDES 115*: Early Literacy and Dramatic Arts (2)

**Specialty Areas:**

- **Diversity**
  - CDES 116: Teaching in Multilingual Classrooms (3)
  - CDES 117: Culture and Diversity in Classrooms (3)

- **Special Needs**
  - CDES 118: Exceptional Children (3)
  - CDES 119: Perceptual Motor Development for Children (3)

- **Multi-Age Care**
  - CDES 123: Infant and Toddler Development and Group Care (3)
  - CDES 125: School-Age Child Care (3)

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

‡Must be taken concurrently

**Educational Assistant Certificate Program**

The purpose of the Educational Assistant Certificate is to provide a system of professional development for individuals working as educational assistants in a variety of elementary classroom settings. It is also designed to provide in-service for those already employed. This certificate provides an understanding of child growth and development, socialization, classroom management strategies and practical experiences.

<table>
<thead>
<tr>
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<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CDES 110*</td>
<td>Introduction to Early Childhood Education Programs and Practices</td>
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<tr>
<td>CDES 111</td>
<td>Child Guidance</td>
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<tr>
<td>CDES 116</td>
<td>Teaching in Multilingual Classrooms</td>
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<tr>
<td>CDES 117</td>
<td>Culture and Diversity in Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>CDES 118</td>
<td>Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>CDES 125</td>
<td>School Age Children and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>CDES 130</td>
<td>Explorations in K-12 Education</td>
<td>3</td>
</tr>
<tr>
<td>CDES 131</td>
<td>Educational Psychology</td>
<td>3</td>
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<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>
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<td><strong>30</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**
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.
**Site Supervisor Certificate Program**

This certificate is designed for students who will be single site supervisors under Title 5 regulations or directors for centers regulated by Title 22. It allows holders to supervise Master Teachers, Associate teachers, and assistants as well as manage single site programs; provide instruction; and serve as coordinators of curriculum and staff development. This certificate is granted in conjunction with an Associate’s Degree in Child Development, Early Childhood Education, or Human Development. To be eligible for this level of the Children’s Center Permit work experience of 350 days of 3 hours per day within 4 years 100 hours of which must include supervision of adults must be completed.

Associate’s Degree including 12 units of child development courses plus:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDES 127</td>
<td>Adult Supervision and Mentor Practices for Children: Program</td>
<td>2</td>
</tr>
<tr>
<td>CDES 128*</td>
<td>Administration of Settings for Young Children: Program</td>
<td>3</td>
</tr>
<tr>
<td>CDES 129*</td>
<td>Administration of Settings for Young Children: Management</td>
<td>3</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**

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

**Associate Teacher Occupational Skills Award**

This award meets the minimum teaching requirements for children’s centers regulated by Title 22. It also meets the Associate Teacher level of the State of California Children’s Center Permit, which allows instruction, and supervision of Assistant Teacher level staff in children’s settings regulated by Title 5 (state or federally funded programs). Work experience requirement: 50 Days of 3 hours per day within 2 years for the Children’s Center Permit can be met with listed coursework.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDES 110*</td>
<td>Introduction to Early Childhood Programs and Practices</td>
<td>3</td>
</tr>
<tr>
<td>CDES 111</td>
<td>Child Guidance</td>
<td>3</td>
</tr>
<tr>
<td>CDES 203</td>
<td>Professional Development for Early Childhood Educators</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></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

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

**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 Administrator. Software Specialist, with five areas of concentration; Web Designer; and Webmaster.

**Applications Developer Certificate Program**

This program is designed to prepare the student for entry-level employment as an applications developer.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 2A</td>
<td>Business Programming I: Visual Basic</td>
<td>3</td>
</tr>
<tr>
<td>CIM 6A</td>
<td>Business Programming I: C++</td>
<td>3</td>
</tr>
<tr>
<td>CIM 7A*</td>
<td>Business Programming: Java—Beginning</td>
<td>3</td>
</tr>
<tr>
<td>CIM 205*</td>
<td>Introduction to SQL</td>
<td>3</td>
</tr>
<tr>
<td>CIM 251*</td>
<td>Introduction to Networking</td>
<td>3</td>
</tr>
<tr>
<td>CIM 260A*</td>
<td>Microsoft ASP.NET—Beginning</td>
<td>3</td>
</tr>
<tr>
<td>CIM 269A</td>
<td>JavaScript—Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 270</td>
<td>Introduction to Perl Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIM 289</td>
<td>Select three units from Restricted Electives</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 25.5

*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**

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.
## 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>BUS 12</td>
<td>Business Law</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BUS 14</td>
<td>Legal Environment of Business</td>
<td></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></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CIM 10</td>
<td>Introduction to Information Systems</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CIM 112</td>
<td>Microsoft Office</td>
<td></td>
</tr>
<tr>
<td>CIM 221*</td>
<td>Managing Projects with Microsoft Project</td>
<td>3</td>
</tr>
<tr>
<td>CIM 230*</td>
<td>Business Presentations: PowerPoint</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select three units from Programming Courses</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select three units from Operating Systems Courses</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 23.5

### Programming Courses:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 2A</td>
<td>Business Programming: Visual Basic</td>
<td>3</td>
</tr>
<tr>
<td>CIM 6A</td>
<td>Business Programming: C++</td>
<td></td>
</tr>
<tr>
<td>CIM 7A*</td>
<td>Business Programming: Java—Beginning</td>
<td>3</td>
</tr>
</tbody>
</table>

### Operating Systems Courses:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 171*</td>
<td>Computer Operating Systems: Windows Command Line</td>
<td>3</td>
</tr>
<tr>
<td>CIM 172*</td>
<td>Computer Operating Systems: Unix/Linux</td>
<td>3</td>
</tr>
<tr>
<td>CIM 174+</td>
<td>Computer Operating Systems: Windows</td>
<td></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 Degree

### Associate in Science Degree

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

### Associate in Arts Degree

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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, 189, 227, 252, 289; ECON 2, 4; MATH 9, 10.

## 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>CIM 218*</td>
<td>Database: Access</td>
<td>3</td>
</tr>
<tr>
<td>CIM 271A*</td>
<td>XHTML Web Page Development—Beginning/Advanced</td>
<td>1.5, 1.5</td>
</tr>
<tr>
<td>CIM 272A*</td>
<td>Web Design for Business—Beginning</td>
<td>1.5, 1.5</td>
</tr>
<tr>
<td>CIM 275</td>
<td>Web Marketing/Positioning</td>
<td></td>
</tr>
<tr>
<td>CIM 277</td>
<td>Introduction to E-Commerce</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 278A</td>
<td>Dreamweaver—Beginning</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 288†</td>
<td>Capstone Portfolio Project</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Select 7.5 units from Restricted Electives</td>
<td>7.5</td>
</tr>
</tbody>
</table>

**Total** 22.5

### Restricted Electives:

<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 295†</td>
<td>Internship</td>
<td>1</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CME 168†</td>
<td>Cooperative Work Experience: Computer and Information Management</td>
<td>1</td>
</tr>
<tr>
<td>CIM 225*</td>
<td>PHP with MySQL</td>
<td>3</td>
</tr>
<tr>
<td>CIM 264A*</td>
<td>Web Animation: Flash—Beginning</td>
<td></td>
</tr>
<tr>
<td>CIM 264C*</td>
<td>Flash MX Action Scripting—Beginning/Advanced</td>
<td>1.5, 1.5</td>
</tr>
<tr>
<td>CIM 270</td>
<td>Introduction to Perl Programming</td>
<td>3</td>
</tr>
<tr>
<td>CIM 276*</td>
<td>Web Database Management</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 278B*</td>
<td>Dreamweaver—Advanced</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 279*</td>
<td>Information Security Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CIM 281</td>
<td>Fireworks</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 289</td>
<td>Special Topics</td>
<td></td>
</tr>
</tbody>
</table>

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

†Must be taken concurrently

‡Final course to be taken

## Network Administrator Certificate Program

This program prepares the student for an entry-level position as an information systems network 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</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIM 10</td>
<td>Introduction to Information Systems</td>
<td></td>
</tr>
<tr>
<td>CIM 171†</td>
<td>Computer Operating Systems: Windows Command Line</td>
<td>3</td>
</tr>
<tr>
<td>CIM 172*</td>
<td>Computer Operating Systems: Unix/Linux</td>
<td>3</td>
</tr>
<tr>
<td>CIM 174+</td>
<td>Computer Operating Systems: Windows</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></td>
<td>Select one Specialty Area</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 27-31.5
Specialty Areas:

Microsoft:
- CIM 253* Supporting Windows Server 3
- CIM 254* Implementing and Administering Windows Directory Services 3
- CIM 259* Windows Network Infrastructure Administration 3

Internet:
- CIM 227* Business Programming: Java—Beginning/Advanced 3, 3
- CIM 271A/B* XHTML Web Page Development—Beginning/Advanced 1.5, 1.5
- CIM 279* Information Security Fundamentals 3

Unix/Linux:
- CIM 256* Fundamental Unix/Linux System Administration 3
- CIM 257* Network and Security Administration using Unix/Linux 3
- CIM 258* Advanced Network and Security Administration using Unix/Linux 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
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.


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 five courses (10.5 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.

Course ID Title Units
---
CIM 11 or CIM 1 Introduction to Computer Information Systems or 3
CIM 10 or Introduction to Information Systems 3
CIM 112 or Microsoft Office 1.5
CIM 121A or Keyboarding for Computers—Beginning 1.5
CIM 174+ or Computer Operating Systems: Windows 3
CIM 227* or Internet and Web Essentials 1.5
CIM 230* or Business Presentations: PowerPoint 1.5
Select one Concentration 9-13.5

Total 19.5-24

Operating Systems Concentration (9 Units):
- CIM 172* Computer Operating Systems: Unix/Linux 3
- CIM 249* Administering Microsoft Windows Clients 3

Spreadsheet Concentration (9 Units):
- CIM 216+ Spreadsheets: Excel 3
- CIM 216C* Spreadsheets: Excel—Advanced 1.5
- CIM 222* Computerized Accounting: Quicken or 1.5
- CIM 223A* Computerized Accounting: QuickBooks—Beginning 1.5
- CIM 223B* Computerized Accounting: QuickBooks—Advanced 1.5
- CIM 246* Visual Basic for Applications: Excel 3

Database Concentration (12 Units):
- CIM 200* Introduction to SQL 3
- CIM 219* Database: Access 3
- CIM 248* Visual Basic for Applications—Access 3
- CIM 276* Web Database Management 3

Generalist Concentration (13.5 Units):
- CIM 121B*/C* Keyboarding for Computers—Intermediate/Advanced 1.5, 1.5
- CIM 214* Word Processing: Word 3
- CIM 216+ Spreadsheets: Excel 3
- CIM 218* Database: Access 3
- CIM 222A* Business Desktop Publishing—Beginning or 1.5
- CIM 229A* Business Graphics—Beginning 3

Oracle Database Management Concentration (12 Units):
- CIM 287A Intro to Oracle: SQL and PL/SQL 3
- CIM 287B* Oracle: Enterprise DBA I 3
- CIM 287C* Oracle: Enterprise DBA II 3
- CIM 287D* Oracle: Advanced Performance Tuning, Backup, and Recovery 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
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

**Webmaster Certificate Program**

The Webmaster Certificate program prepares the student to build and administer a website and set up and maintain its web server. Students learn the technical aspect of server-level concerns of web construction and management to efficiently run websites 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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 7A*</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 260A*</td>
<td>Microsoft ASP.NET—Beginning</td>
<td>3</td>
</tr>
<tr>
<td>CIM 271A*</td>
<td>XHTML Web Page Development—Beginning</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>Information Security Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CIM 288*‡</td>
<td>Capstone Portfolio Project</td>
<td>1.5</td>
</tr>
<tr>
<td>Select 4.5 units from Restricted Electives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total** 25.5

**Restricted Electives:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 295*†</td>
<td>Internship</td>
<td>1</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWE 168*/169*†</td>
<td>Cooperative Work Experience: Computer</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>Information Management</td>
<td>1</td>
</tr>
<tr>
<td>CIM 229A*/B*</td>
<td>Business Graphics—Beginning/Advanced</td>
<td>1.5, 1.5</td>
</tr>
<tr>
<td>CIM 232*</td>
<td>Multimedia Authoring</td>
<td>3</td>
</tr>
<tr>
<td>CIM 261*</td>
<td>XML for the Web</td>
<td>3</td>
</tr>
<tr>
<td>CIM 264C*/D*</td>
<td>Flash MX Action Scripting—Beginning/Advanced</td>
<td>1.5, 1.5</td>
</tr>
<tr>
<td>CIM 268</td>
<td>Web Advanced Media Integration</td>
<td>1.5</td>
</tr>
<tr>
<td>CIM 274B*</td>
<td>Web Digital Imagery: Photoshop—Advanced</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
‡Final course to be taken

**Associate Degree**

**Associate in Science Degree**

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

**Associate in Arts Degree**

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.
Homeland Security: Security+ Occupational Skills Award

The Homeland Security: Security+ Occupational Skills Award provides the opportunity to master the necessary computer information security concepts to successfully implement various InfoSec security strategies.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 211*</td>
<td>Information Security Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CIM 212*</td>
<td>Homeland Security: Network Defense and Countermeasures</td>
<td>3</td>
</tr>
<tr>
<td>CIM 213*</td>
<td>Homeland Security: Information Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 12

Computer Maintenance Technology Certificate Program

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMT 201*</td>
<td>Introduction to Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CMT 203*</td>
<td>Computer Operating Systems: Windows</td>
<td>3</td>
</tr>
<tr>
<td>CMT 204*</td>
<td>Electronics for Computer Technologists</td>
<td>3</td>
</tr>
<tr>
<td>ET 101*</td>
<td>Survey of Electronics</td>
<td>3</td>
</tr>
<tr>
<td>CMT 221*</td>
<td>Computer Maintenance and Repair I</td>
<td>3</td>
</tr>
<tr>
<td>CMT 222*</td>
<td>Computer Maintenance and Repair II</td>
<td>3</td>
</tr>
<tr>
<td>CMT 223*</td>
<td>Applied Network Technology</td>
<td>3</td>
</tr>
<tr>
<td>CMT 224*</td>
<td>A+ Exam Preparation for Computer Service Technicians</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CMT 240*</td>
<td>Computer Help Desk Support</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 24

*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
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

Computer Science Associate Degree Program

The curriculum in the Computer Science Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses for the Associate in Science degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 1A</td>
<td>Introduction to Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CS 1B*</td>
<td>Introduction to Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS 1C*</td>
<td>Advanced Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS 2B*</td>
<td>Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CS 3A*</td>
<td>Computer Organization and Machine Language</td>
<td>3</td>
</tr>
<tr>
<td>CS 3B*</td>
<td>Computer Organization and Assembly</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3A*</td>
<td>Analytic Geometry and Calculus</td>
<td>5</td>
</tr>
<tr>
<td>MATH 3B*</td>
<td>Analytic Geometry and Calculus</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CS 4A*</td>
<td>Introduction to Java for Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CS 4B*</td>
<td>Advanced Topics in Java for Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>ET 114*</td>
<td>Digital Electronic Circuits</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total** 31-32

Specialty Courses:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 3B*</td>
<td>Advanced Topics in Java for Computer Science</td>
<td>5</td>
</tr>
</tbody>
</table>

Associate in Arts 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
Complete at least 16 units (or as described in the major area of study) in a single subject or related disciplines 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: CS 4A, 4B; MATH 3C, 24, 26.

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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 161</td>
<td>Blueprint Plans and Specification Reading</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 163</td>
<td>Uniform Building Code Inspection</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 164*</td>
<td>Combination Residential Dwelling Inspection</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 166</td>
<td>Electrical Code Inspection</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 211</td>
<td>Concrete Inspection</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 212</td>
<td>Plumbing Codes—Drains, Waste, Vents, Water, and Gas</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
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

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

RECOMMENDED ELECTIVES: MATH 351.

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 Division office.

This program has a minimum requirement of 1600 hours with 400 hours required for each course.

Course ID  Title Units  Hours
COS 400A  Comprehensive Cosmetology I (400 hours)  12
COS 400B*  Comprehensive Cosmetology II (400 hours)  12
COS 400C*  Comprehensive Cosmetology III (400 hours)  12
COS 400D*  Comprehensive Cosmetology IV (400 hours)  12
Total (1,600 hours)  48

*Course has a prerequisite, 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

Certificate Degree Program

The curriculum in the Cross-Cultural Studies Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain 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, Chicanas(os)/Latinas(os), Middle Eastern Americans, 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. Other groups which have been isolated in a similar manner from the dominant culture in the United States may 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)

Course ID  Title  Units
CCS 1  Multicultural Experiences in the United States  3
CCS 2  Multicultural Identities in the United States  3
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† | Food Preparation Essentials                | 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: | 2
          | Foods and Nutrition                       | 2
          | Select four units from Specialty Courses  | 4
          | Total                                     | 25-27

Specialty Courses:

Course ID | Title                  | Units
---      | ---                    | ---
FN 140   | Cultural Foods          | 2
FN 189/289| 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

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

Associate Degree

Associate in Arts Degree

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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 108; FASH 144; PE 28; 29.
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† | Food Preparation Essentials | 3
FN 142† | Classical Cuisine | 2
FN 171 | Sanitation and Safety | 3
or | or |
FN 252 | Serving Safe Food | 1
FN 172 | Catering | 2
FN 240 | Introduction to Culinary Arts | 2
FN 242 | Breakfasts, Lunches, and Garde-Manger | 1
FN 244 | Baking Basics | 2
CWE 168*/169† | Cooperative Work Experience: Food and Nutrition | 2
Select two Specialty Courses | 2-6
Total | 20-26

Specialty Courses:
- FN 120 | Contemporary Meals | 3
- FN 140 | Cultural Foods | 2
- FN 189/289 | 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

*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
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.


Food Service Certificate Program

The Food Service program prepares students for many contemporary employment opportunities related to the cooking profession within the restaurant and hospitality industries.

Course ID | Title | Units
--- | --- | ---
BUS 125 | Human Relations in Business | 3
FN 50 | Fundamentals of Nutrition | 3
FN 110 | Food Preparation Essentials | 3

Associate Degree

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

Associate in Arts Degree
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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 104, 135, 136, 160; FN 64, 160; FCS 115, 142.
Certificates and Degrees

Associate in Arts Degree

Completion of the required courses 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: DANC 10, 11, 51, 54, 57, 59, 60, 61, 62, 63, 66; TA 42.

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.

Course ID  Title  Units
CA 131*  Digital Non-Linear Editing  3
CA 133*  Digital Cinema Production I  3
CA 232*  Non-Linear Editing I  3
CA 233*  Radio/Television Internship  1
and
CWE 168*/169*  Cooperative Work Experience: Communication Arts  1
CA 236*  2D Motion Graphics  or
CA 237*  Digital Compositing and Effects
CA 238*  DVD Creation  3
CIM 274A  Web Digital Imagery  1.5

Total  21.5

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

Associate in Science Degree

Completion of the required courses 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.

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

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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 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 104, 135, 136, 160; FCS 115, 142; FN 64, 140, 142, 160.

Dance Associate Degree Program

The curriculum in the Dance Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

The following course of study must be completed to fulfill major requirements for the Associate Degree in Dance:

Course ID  Title  Units
DANC 64  Contemporary Meals  3
DANC 57*  Sanitation and Safety  3
or
DANC 252  Serving Safe Food  1
DANC 240  Introduction to Culinary Arts  2
Select two Specialty Courses  2

Total  19-21

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 required courses 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.

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

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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 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: DANC 10, 11, 51, 54, 57, 59, 60, 61, 62, 63, 66; TA 42.

Associate in Arts Degree

Completion of the required courses 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.

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

RECOMMENDED ELECTIVES: DANC 10, 11, 51, 54, 57, 59, 60, 61, 62, 63, 66; TA 42.
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 50* Introduction to Computer-Aided Drafting 3
DR 51* Computer-Aided Drafting 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 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.

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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 124A; CIM 1A; CS 1A; GEOL 23; MATH 124, 251, 253, PHYS 20.

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.

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

Total 33

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

Economics Associate Degree Program

The curriculum in the Economics Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses for the Associate degree:

Course ID Title Units
---
CIM 1 Introduction to Computer Information Systems or or
or
CS 1A Introduction to Computer Science ECON 2 Principles (Macro) ECON 4* Principles (Micro) MATH 3A* Analytical Geometry and Calculus or or
or
MATH 11* Brief Course in Calculus MATH 3B* Analytical Geometry and Calculus or or
or
MATH 10* Introduction to Statistics Select one course from Recommended Electives 3-4

Total 20-23

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

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 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.

### Course ID | Title | Units
---|---|---
ET 110* | Linear Integrated Circuits | 4
ET 114* | Digital Electronic Circuits | 4
ET 118* | Electronic Communication Systems | 4
ET 133 | D.C. and A.C. Fundamentals | 4
ET 135* | Semiconductor Devices and Circuits | 4

**Total 20**

*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**

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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:** Any Electronic Technology course not taken in certificate; CMT 230; CS 1B, 3A, 3B; MATH 124, 251, 253; PHYS 2A, 20.

### General Electronic Technology Certificate Program

This program prepares the student for entry-level employment as an Electronic Technician at many companies.

### Course ID | Title | Units
---|---|---
ET 110* | Linear Integrated Circuits | 4
ET 114* | Digital Electronic Circuits | 4
ET 133 | D.C. and A.C. Fundamentals | 4
ET 135* | Semiconductor Devices and Circuits | 4

**Total 18-20**

*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**

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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:** Any Electronic Technology course not taken in certificate; CIM 1, CMT 220, 225; MATH 8, 124, 251, 253; PHYS 2A, 20.
### Emergency Medical Technician Occupational Skills Award

The Emergency Medical Technology curriculum is designed to prepare the student for licensure as an EMT-I. 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.

<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>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>6.5</strong></td>
</tr>
</tbody>
</table>

### Associate Degree Program

The curriculum in the Engineering Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

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

### English Literature Associate Degree Program

The curriculum in the English Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

<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)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 1B*</td>
<td>Principles of Composition II</td>
<td>3</td>
</tr>
<tr>
<td>*Course may have a prerequisite or recommended preparation, see course description.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


### Associate Degree

**Associate in Arts Degree**

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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:** ENG 23A, 23B, 40, 44, 46, 50, 52; HIST 4, 5; PHIL 1, 12. Completion of four college semesters, or the equivalent, of a foreign language is strongly recommended.

### Environmental Studies Associate Degree Program

The curriculum in the Environmental Studies Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 1</td>
<td>Introduction to Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENV 18</td>
<td>Introduction to Ecology</td>
<td>4</td>
</tr>
<tr>
<td>Select a minimum of 13 units from the following: ENV 6, 23, 24, 25, 30, 106* and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 6</td>
<td>Scarcity and Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENV 19*</td>
<td>Marine Biology</td>
<td>4</td>
</tr>
<tr>
<td>ENV 23</td>
<td>Environmental Geology</td>
<td>4</td>
</tr>
<tr>
<td>ENV 24</td>
<td>Natural History of California</td>
<td>3</td>
</tr>
<tr>
<td>ENV 25</td>
<td>Environmental Hazards to Health</td>
<td>3</td>
</tr>
<tr>
<td>ENV 30</td>
<td>Alternative Energy Technologies</td>
<td>3</td>
</tr>
<tr>
<td>ENV 106*</td>
<td>Environmental Studies Internship</td>
<td>2</td>
</tr>
<tr>
<td>*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Certificates and Degrees

68         www.saddleback.edu

Course ID Title Units

Associate Degree

Specialty Courses:
The 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. 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.

GEOG 1; GEOL 1; HORT 29; PHYS 2A, 2B.

RECOMMENDED ELECTIVES: ANTH 2; ARCH 12; BIO 3A, 3B; CHEM 1A, 1B; CIM 1; CS 1A, 1B or higher programming course; GEOG 1; GEOL 1; HORT 29; PHYS 2A, 2B.

Associate in Arts Degree

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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 2; ARCH 12; BIO 3A, 3B; CHEM 1A, 1B; CIM 1; CS 1A, 1B or higher programming course; GEOG 1; GEOL 1; HORT 29; PHYS 2A, 2B.

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.

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

RECOMMENDED ELECTIVES: ANTH 2; ARCH 12; BIO 3A, 3B; CHEM 1A, 1B; CIM 1; CS 1A, 1B or higher programming course; GEOG 1; GEOL 1; HORT 29; PHYS 2A, 2B.

Family and Consumer Sciences 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 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 31 Textiles 3
FASH 110* Contemporary Clothing Construction 3
FCS 115 Consumer Issues 3
FN 50 Fundamentals of Nutrition 3
FN 110 Food Preparation Essentials 3
ID 110 Fundamentals of Interior Design 3
ID 121* Space Planning 3
           Select two Specialty Courses 6
           Select one Special Topics Course 5-3
Total 27.5-30

Specialty Courses:

FASH 112* Fashion Sewing—Advanced 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
or
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:

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

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

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 of the following certificate programs: Fashion Design and Advanced Fashion Design and Apparel Manufacturing. 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 or 3
FASH 112* Fashion Sewing—Advanced or 3
FASH 124* Wearable Art 4
FASH 130* Flat Pattern Design 4
FASH 132* Draping Fashion Designs 3
FASH 140 Fashion Image 3
FASH 144 Fashion Trends and Cultural Costumes 3
FASH 145* Internship 1
or
FASH 160† and Fashion Fieldwork 2
**Advanced Fashion Design and Apparel Manufacturing Certificate Program**

The Advanced Fashion Design and Apparel Manufacturing certificate prepares the Fashion 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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH 31</td>
<td>Textiles</td>
<td>3</td>
</tr>
<tr>
<td>FASH 101</td>
<td>Introduction to Fashion Industry and Careers</td>
<td>3</td>
</tr>
<tr>
<td>FASH 111*</td>
<td>Fashion Sewing—Intermediate</td>
<td>3</td>
</tr>
<tr>
<td>FASH 112*</td>
<td>Fashion Sewing—Advanced</td>
<td>3</td>
</tr>
<tr>
<td>FASH 113*</td>
<td>Couture Sewing</td>
<td>2</td>
</tr>
<tr>
<td>FASH 124*</td>
<td>Wearable Art</td>
<td>3</td>
</tr>
<tr>
<td>FASH 240</td>
<td>Dye Processes on Fabrics</td>
<td>4</td>
</tr>
<tr>
<td>FASH 130*</td>
<td>Flat Pattern Design</td>
<td>3</td>
</tr>
<tr>
<td>FASH 132*</td>
<td>Draping Fashion Designs</td>
<td>3</td>
</tr>
<tr>
<td>FASH 136*</td>
<td>Apparel Design</td>
<td>3</td>
</tr>
<tr>
<td>FASH 140</td>
<td>Fashion Image</td>
<td>3</td>
</tr>
<tr>
<td>FASH 144</td>
<td>Fashion Trends and Cultural Costumes</td>
<td>3</td>
</tr>
<tr>
<td>FASH 145*</td>
<td>Internship</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASH 160*</td>
<td>Fashion Fieldwork</td>
<td>2</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWE 168*/169†</td>
<td>Cooperative Work Experience: Fashion</td>
<td>1</td>
</tr>
<tr>
<td>FASH 150</td>
<td>Fashion Apparel and Professional Techniques</td>
<td>3</td>
</tr>
<tr>
<td>FASH 154</td>
<td>Fashion Illustration</td>
<td>3</td>
</tr>
<tr>
<td>FASH 189/289</td>
<td>Special Topics: Fashion</td>
<td>.5-3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASH 254</td>
<td>Fashion in Southern California</td>
<td>1</td>
</tr>
<tr>
<td>FASH 234*</td>
<td>Advanced Pattern and Design Techniques</td>
<td>2</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASH 238*</td>
<td>Advanced Draping and Fashion Design</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total** 32.5-36

*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**

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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; FASH 120, 143, 147, 209, 221; GC 101, TA 42.

**Fashion Merchandising Certificate Program**

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**

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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH 31</td>
<td>Textiles</td>
<td>3</td>
</tr>
<tr>
<td>FASH 101</td>
<td>Introduction to Fashion Industry and Careers</td>
<td>3</td>
</tr>
<tr>
<td>BUS 136</td>
<td>Principles of Retailing</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FASH 143</td>
<td>Fashion Buying and Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>FASH 140</td>
<td>Fashion Image</td>
<td>3</td>
</tr>
<tr>
<td>FASH 144</td>
<td>Fashion Trends</td>
<td>3</td>
</tr>
<tr>
<td>FASH 147</td>
<td>The Fashion Show</td>
<td>3</td>
</tr>
<tr>
<td>FASH 148</td>
<td>Fashion Display</td>
<td>1</td>
</tr>
<tr>
<td>FASH 154</td>
<td>Fashion Illustration</td>
<td>3</td>
</tr>
<tr>
<td>FASH 260*</td>
<td>Computer Applications in Fashion</td>
<td>2</td>
</tr>
<tr>
<td>CWE 168*/169†</td>
<td>Cooperative Work Experience: Fashion</td>
<td>4.5-6</td>
</tr>
</tbody>
</table>

**Total** 29.5-33

**Group 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH 100</td>
<td>Basic Sewing</td>
<td>3</td>
</tr>
<tr>
<td>FASH 110*</td>
<td>Contemporary Clothing Construction</td>
<td>3</td>
</tr>
</tbody>
</table>

**Group 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH 189/289</td>
<td>Special Topics: Fashion</td>
<td>5.5</td>
</tr>
<tr>
<td>FASH 254</td>
<td>Fashion in Southern California</td>
<td>1</td>
</tr>
</tbody>
</table>
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.

Associate Degree

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

Associate in Arts Degree
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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; BUS 12A; BUS 103, 125, 136, 137, 138; FCS 115; FASH 145, 154, 254; GC 101

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH 110, 154, 160, 254; GC 101, GD 141, 144; ID 110, 112, 121, 127, TA 44</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fine Arts

Associate Degree Program
The curriculum in the Fine Arts Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Fine Arts General Associate Degree
Select a minimum of 18 units of courses intended for majors in fine arts programs dependent upon career goals and transfer requirements, including FA 27.

Associate in Arts Degree
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

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>Food Preparation Essentials</td>
<td>3</td>
</tr>
<tr>
<td>FN 120</td>
<td>Contemporary Meals</td>
<td>3</td>
</tr>
</tbody>
</table>
Saddleback College Catalog 2005/06

Associate Degree

Suggested courses for the Associate degree:

- Support attempts to gain entry-level employment.
- Commitment to the major. Attainment of an Associate degree may demonstrate this field, earning the Associate degree would demonstrate
- Recommended for those considering professional careers related

The curriculum in the Foreign Language Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

**Course ID** | **Title** | **Units**
--- | --- | ---
FN 140 | Cultural Foods | 2
FN 142† | Classical Cuisine | 2
FN 171 | Sanitation and Safety | 3
or FN 222 | Serving Safe Food | 1
or FN 189/289 | Special Topics: Foods and Nutrition | 1
FN 232Lite Cuisine Strategies | 2
CWE 168*/169† | Cooperative Work Experience: Foods and Nutrition | 2
Select three Specialty Courses | 6-7
**Total** | **25-28**

*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**

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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 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 units 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. Sign Language courses can be applied to Saddleback College’s American Sign Language Interpreting Certificate Program.

**Associate Degree**

**Associate in Arts Degree**

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

**Certificates and Degrees**

**General Studies Associate Degree Program**

The General Studies major is defined as follows:

1) A minimum of 18 units in a single discipline or related disciplines in addition to those used to meet the Associate Degree General Education requirements for graduation; or
2) Completion of a minimum of 60 transferable units and certification of all requirements of the California State University General Education Certification pattern will satisfy graduation requirements at Saddleback College for an Associate in Arts Degree with a major in General Studies; or
3) Completion of a minimum of 60 transferable units and certification of all requirements of the Intersegmental General Education Transfer Curriculum (IGETC) will satisfy graduation requirements at Saddleback College for an Associate in Arts Degree with a major in General Studies.

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 2A</td>
<td>Business Programming I: Visual Basic (for Business Majors)</td>
<td>3</td>
</tr>
<tr>
<td>DR 50*</td>
<td>Introduction to Computer-Aided Drafting</td>
<td>3</td>
</tr>
<tr>
<td>GIS 110*</td>
<td>Introduction to Geographic Information Systems (GIS)</td>
<td>2</td>
</tr>
<tr>
<td>GIS 211*</td>
<td>Intermediate Geographic Information Systems (GIS)</td>
<td>2</td>
</tr>
<tr>
<td>GIS 212*</td>
<td>Advanced Geographic Information Systems</td>
<td>2</td>
</tr>
<tr>
<td>GEOG 1</td>
<td>Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1L*</td>
<td>Physical Geography Lab (Taken within one year of GEOG 1)</td>
<td>1</td>
</tr>
</tbody>
</table>

RECOMMENDED ELECTIVES: HIST 4, 5, 32; PS 11, 14.

Geography Associate Degree Program

The curriculum in the Geography Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses 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>Biological Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 2</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1</td>
<td>Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 2</td>
<td>Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 3</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 38</td>
<td>California Geography</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Geology Associate Degree Program

The curriculum in the Geology Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses for the Associate in Science degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1A*</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>GEO 1</td>
<td>Introduction to Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>or GEO 20</td>
<td>Introduction to Earth Science</td>
<td></td>
</tr>
<tr>
<td>or MATH 2*</td>
<td>Pre-Calculus (required of students unprepared for MATH 3A)</td>
<td>(5)</td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1B*</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>GEO 2*</td>
<td>Historical Geology</td>
<td>4</td>
</tr>
<tr>
<td>MATH 3A*</td>
<td>Analytic Geometry and Calculus</td>
<td>5</td>
</tr>
</tbody>
</table>

Second Year—Fall Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 3A*</td>
<td>General Biology I</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 3B*</td>
<td>Analytic Geometry and Calculus (depends on school of choice)</td>
<td>5</td>
</tr>
<tr>
<td>or PHYS 2A*</td>
<td>Introduction to Physics (depends on school of choice)</td>
<td>5</td>
</tr>
<tr>
<td>or PHYS 4A*</td>
<td>General Physics</td>
<td></td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 6*</td>
<td>Principles of Mineralogy</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 2B*</td>
<td>Introduction to Physics</td>
<td></td>
</tr>
<tr>
<td>or PHYS 4B*</td>
<td>General Physics</td>
<td></td>
</tr>
</tbody>
</table>

Total 47-52

*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
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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, 4, 5, 7, 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
GERO 145 | Activity Leadership | 3
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 | or | 3
HS 174 | Intervention and Referral Techniques | 3
HS 190 | Field Instruction and Seminar II | 3
HSC 222 | Basic Life Support/CPR for Health Care Providers | 0.75

Total | 24.75

*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
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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, GD 140, 141, 144, 145, 163.

Graphic Communications Certificate Program
The Graphics program is designed to prepare students for careers typically found in the graphic communications field, such as Printshop Manager, Press Operator, Silkscreen Production Technician, Camera Operator, Darkroom Technician, Color Separator, Camera Stripper, and Computer Prepress/Desktop Publisher.

Course ID | Title | Units
--- | --- | ---
GC 170 | Introduction to Screen Printing | 3
GC 195 | Graphic Production Activities | 3
GC 101 | Introduction to Graphic Communications | 3

Computer Graphics Certificate Program
This program prepares students for careers typically found in the computer graphics field, such as Printshop Manager, Press Operator, Silkscreen Production Technician, Camera Operator, Darkroom Technician, Color Separator, Camera Stripper, and Computer Prepress/Desktop Publisher.

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

Total | 21

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.
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
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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: GD 140, 141, 142, 144

Graphic Design Certificate Program

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

Course ID | Title | Units
--- | --- | ---
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
CWE 168/169* | Cooperative Work Experience: Graphics | 1

Total | 25

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

History Associate Degree Program

The curriculum in the History Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses 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 Recommended Electives courses | 9

Total | 21

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
--- | --- | ---
GD 141 | Graphic Rendering Techniques | 3
GD 144 | Handlettering and Typography | 3
GD 145 | Graphic Illustration | 3
GD 147 | Introduction to Computer Graphics | 3
GD 149* | Desktop Paint and Illustration | 3
GD 150* | Desktop Video and Animation | 3
GD 241 | Airbrush Techniques | 3

Total | 21

*Course has a prerequisite, 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
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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 40, 41, 80, 85; GC 101.
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 2, 20; HIST 9, 10, 12, 15, 19, 20, 21, 25, 30, 32, 33, 40, 41, 61, 62, 63, 70, 71, 72, 75, 80, 135; PS 4, 11, 12, 14, 61, 75, 80; SOC 20.

### 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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HORT 10</td>
<td>Plant Materials: Herbaceous Plants</td>
<td>3</td>
</tr>
<tr>
<td>HORT 11</td>
<td>Plant Materials: Trees and Shrubs</td>
<td>3</td>
</tr>
<tr>
<td>HORT 12</td>
<td>Plant Propagation</td>
<td>3</td>
</tr>
<tr>
<td>HORT 13</td>
<td>Soils and Fertilizers</td>
<td>3</td>
</tr>
<tr>
<td>HORT 166</td>
<td>Irrigation Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one course from each Group</td>
<td>7-11</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22-26</strong></td>
</tr>
</tbody>
</table>

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

**Group II:**
- HORT 7 Introduction to Landscape Design 3
- HORT 120 Pest Management 4

**Group III:**
- CWE 168*/169* Cooperative Work Experience: Horticulture 1
- HORT 29 Native Ornamental Plants/Morro Bay 1
- HORT 161 Horticulture Field Studies: Grand Canyon and Adjacent Areas 1.5
- HORT 162 Horticulture Field Studies: Yosemite 1.5
- HORT 163 Horticulture Field Studies: Sequoia National Park 1.5
- HORT 164 Horticulture Field Studies: Zion National Park 1.5
- HORT 165 Horticulture Field Studies: National Parks of the Southwest 2.5

†CWE 168/169 should be taken after completing at least 9 units of the Horticulture Certificate.

**Associate Degree**

### Associate in Science Degree

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

### Associate in Arts Degree

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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: BIO 2, 15; BUS 1, 120, 137; CIM 1A; HORT 208, 209; SPAN 1.

---

### General Horticulture Occupational Skills Award

General Horticulture encourages students to master skills required to propagate and maintain healthy plants, including the use of soils and fertilizers.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HORT 20</td>
<td>Introduction to Horticultural Science</td>
<td>4</td>
</tr>
<tr>
<td>HORT 112</td>
<td>Plant Propagation</td>
<td>3</td>
</tr>
<tr>
<td>HORT 113</td>
<td>Soils and Fertilizers</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

### 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. 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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HORT 10</td>
<td>Plant Materials—Annuals/ Groundcovers</td>
<td>3</td>
</tr>
<tr>
<td>HORT 11</td>
<td>Plant Materials—Trees and Shrubs</td>
<td>3</td>
</tr>
<tr>
<td>HORT 29</td>
<td>Ornamental Native Plants</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

### Human Development Associate Degree Program

The curriculum in the Human Development Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses for the Associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 2</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 20</td>
<td>Introduction to Biology</td>
<td>4</td>
</tr>
<tr>
<td>MATH 10*</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 7</td>
<td>Developmental Psychology—Childhood and Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 15</td>
<td>Socialization of the Child</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

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

### Associate Degree

### Associate in Arts Degree

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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

Human Services department offers the following programs of study for people who wish 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. They 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.

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

Total: 37

Specialty Courses:
- HS 140: Group Leadership and Group Process | 3
- HS 174: Intervention and Referral Techniques | 3
- HS 285: Ethical Issues/Clients’ Rights | 3

Associate Degree

Associate in Science Degree

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

Associate in Arts Degree

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FN 160</td>
<td>Nutrition, Weight Management, and Eating Disorders</td>
<td>3</td>
</tr>
<tr>
<td>HS 100</td>
<td>Human Services in a Changing Society</td>
<td>3</td>
</tr>
<tr>
<td>HS 110</td>
<td>Field Instruction and Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>HS 120</td>
<td>Human Development in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>HS 140</td>
<td>Applied Group Leadership and Group Process</td>
<td>3</td>
</tr>
<tr>
<td>HS 150</td>
<td>Field Instruction and Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>HS 173</td>
<td>Family Counseling: Approaches to Alcohol Problems/Drug Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HS 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>

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: CDES 120, 121.
Associate Degree

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

Associate in Arts Degree
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 100</td>
<td>Human Services in a Changing Society</td>
<td>3</td>
</tr>
<tr>
<td>HS 110</td>
<td>Field Instruction and Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>HS 120</td>
<td>Human Development in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>HS 150</td>
<td>Field Instruction and Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>HS 173</td>
<td>Family Counseling: Approaches to Alcohol Problems/Drug Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HS 174</td>
<td>Intervention and Referral Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HS 175</td>
<td>Substance Abuse Education, Prevention, and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>HS 182</td>
<td>Substance Abuse: Adolescent 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/ACA Issues</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 100</td>
<td>Human Services in a Changing Society</td>
<td>3</td>
</tr>
<tr>
<td>HS 110</td>
<td>Field Instruction and Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>HS 120</td>
<td>Human Development in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>HS 130</td>
<td>Special Population Issues</td>
<td>3</td>
</tr>
<tr>
<td>HS 140</td>
<td>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 175</td>
<td>Substance Abuse Education, Prevention, and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>HS 173</td>
<td>Family Counseling: Approaches to Alcohol Problems/Drug Abuse</td>
<td>3</td>
</tr>
<tr>
<td>or or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 266</td>
<td>Dysfunctional Families/ACA Issues</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>27</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
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>APSY 150</td>
<td>Helping Relationships</td>
<td>3</td>
</tr>
<tr>
<td>HS 100</td>
<td>Human Services in a Changing Society</td>
<td>3</td>
</tr>
<tr>
<td>HS 110</td>
<td>Field Instruction and Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>HS 120</td>
<td>Human Development in the Social Environment</td>
<td>3</td>
</tr>
<tr>
<td>HS 140</td>
<td>Group Leadership and Group Process</td>
<td>3</td>
</tr>
<tr>
<td>HS 150</td>
<td>Field Instruction and Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>HS 161</td>
<td>Conflict Resolution and Mediation Training</td>
<td>1.5</td>
</tr>
<tr>
<td>HS 174</td>
<td>Intervention and Referral Techniques</td>
<td>3</td>
</tr>
<tr>
<td>HS 175</td>
<td>Substance Abuse Education, Prevention, and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>or or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 130</td>
<td>Special Population Issues</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>27</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
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 100</td>
<td>Human Services in a Changing Society</td>
<td>3</td>
</tr>
<tr>
<td>HS 110</td>
<td>Field Instruction and Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>HS 119</td>
<td>Introduction to the Criminal Justice System</td>
<td>3</td>
</tr>
<tr>
<td>HS 120</td>
<td>Human Development in the Social Environment or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Special Population Issues</td>
<td></td>
</tr>
<tr>
<td>HS 128</td>
<td>Community-Based Corrections</td>
<td>3</td>
</tr>
<tr>
<td>HS 150</td>
<td>Field Instruction and Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>HS 160</td>
<td>Introduction to Victimology</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 191</td>
<td>Violence in the Family</td>
<td>3</td>
</tr>
<tr>
<td>HS 285</td>
<td>Ethical Issues/Clients’ Rights</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one Skill Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

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

Associate Degree

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

Associate in Arts Degree
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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 curriculum in the Humanities and Languages Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Humanities General Associate Degree Program

The curriculum in the Humanities Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses for the Associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foreign Language level 3 or 4</td>
<td>5</td>
</tr>
<tr>
<td>HIST 4</td>
<td>World History to 1750</td>
<td>3</td>
</tr>
<tr>
<td>HIST 5</td>
<td>World History from 1750</td>
<td>3</td>
</tr>
<tr>
<td>HUM 1*</td>
<td>Introduction to Humanities</td>
<td>3</td>
</tr>
<tr>
<td>HUM 3*</td>
<td>The Culture of Medieval and Renaissance Europe</td>
<td>3</td>
</tr>
<tr>
<td>HUM 10A*</td>
<td>Culture, Science, and Society I</td>
<td>3</td>
</tr>
<tr>
<td>HUM 10B*</td>
<td>Culture, Science, and Society II</td>
<td>3</td>
</tr>
<tr>
<td>HUM 21*</td>
<td>The Search of Meaning: Ideas of Self Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>HUM 22*</td>
<td>Gods, Clocks, and Visions</td>
<td></td>
</tr>
<tr>
<td>HUM 25*</td>
<td>Planet Earth: Contemporary Issues and Controversies</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 1</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Associate Degree

Associate in Arts Degree
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

Interior Design

Saddleback College offers an interdisciplinary Interior Design curriculum partnership in conjunction with four other Southern California community colleges: Fullerton 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.

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

Associate Degree will be awarded for levels II and III only.

**Level II - Interior Design Assistant Certificate Program**

The Interior Design Assistant level meets the standards that can lead to a minimum preparation for design certification and employment as a design assistant.

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

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

**Level III - Interior Design Professional Certificate Program**

The Interior Design Professional 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>3</td>
</tr>
<tr>
<td>ID 133*</td>
<td>Rendering and Rapid Visualization for Interior Design</td>
<td>2</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>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>

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

**Journalism Certificate Program**

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.

<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 104</td>
<td>Print Media Design</td>
<td>3</td>
</tr>
<tr>
<td>JRN 105</td>
<td>Feature Writing</td>
<td>3</td>
</tr>
<tr>
<td>JRN 120*†</td>
<td>Newspaper Publication</td>
<td>4</td>
</tr>
<tr>
<td>JRN 125*†</td>
<td>Magazine Journalism</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>26</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**

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.
Associate in Arts Degree
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.
Students seeking a certificate in journalism are urged to undertake a broadly based program of academic study: courses in literature, philosophy, foreign language, natural sciences, social sciences, fine arts, and math.
Students intending to pursue a bachelor’s degree in communications or journalism should not expect to receive credit for more than 12 units of journalism courses toward the degree. Refer to the Transfer Major Patterns section of the catalog and to the catalog of the intended college of transfer.

RECOMMENDED ELECTIVES: CIM 228A, 228B; PHOT 50, 55.

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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HORT 7</td>
<td>Introduction to Landscape Design</td>
<td>3</td>
</tr>
<tr>
<td>HORT 10</td>
<td>Plant Materials: Herbaceous Plants</td>
<td>3</td>
</tr>
<tr>
<td>HORT 11</td>
<td>Plant Materials: Trees and Shrubs</td>
<td>3</td>
</tr>
<tr>
<td>HORT 106</td>
<td>Landscape CADD</td>
<td>3</td>
</tr>
<tr>
<td>HORT 109</td>
<td>Introduction to Planting Design</td>
<td>3</td>
</tr>
<tr>
<td>HORT 116</td>
<td>Irrigation Systems</td>
<td>3</td>
</tr>
<tr>
<td>HORT 130</td>
<td>Hardscape and Construction Materials</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one course from the following</td>
<td>-1-3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22-24</strong></td>
</tr>
<tr>
<td>CWE 168/169</td>
<td>Cooperative Work Experience: Horticulture</td>
<td>1</td>
</tr>
<tr>
<td>HORT 29</td>
<td>Ornamental Native Plants</td>
<td>3</td>
</tr>
<tr>
<td>HORT 160</td>
<td>Native Ornamental Plants/Morro Bay</td>
<td>1</td>
</tr>
<tr>
<td>HORT 161</td>
<td>Horticulture Field Studies: Grand Canyon</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>and Adjacent Areas</td>
<td></td>
</tr>
<tr>
<td>HORT 162</td>
<td>Horticulture Field Studies: Yosemite</td>
<td>1.5</td>
</tr>
<tr>
<td>HORT 163</td>
<td>Horticulture Field Studies: Sequoia Park</td>
<td>1.5</td>
</tr>
<tr>
<td>HORT 164</td>
<td>Horticulture Field Studies: Zion National Park</td>
<td>1.5</td>
</tr>
<tr>
<td>HORT 165</td>
<td>Horticulture Field Studies: National Parks of the Southwest</td>
<td>2.5</td>
</tr>
</tbody>
</table>

†CWE 168/169 should be taken after completing at least 9 units of the Landscape Design Certificate 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
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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 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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HORT 7</td>
<td>Introduction Landscape Design</td>
<td>3</td>
</tr>
<tr>
<td>HORT 109</td>
<td>Planting Design</td>
<td>3</td>
</tr>
<tr>
<td>HORT 130</td>
<td>Hardscape and Construction Materials</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

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 18 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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 18</td>
<td>Intro to Ecology</td>
<td>4</td>
</tr>
<tr>
<td>or ENV 19*</td>
<td>Marine Biology</td>
<td></td>
</tr>
<tr>
<td>or MS 4</td>
<td>Coastal Ecology</td>
<td></td>
</tr>
<tr>
<td>MS 20</td>
<td>Introduction to Oceanography</td>
<td>4</td>
</tr>
<tr>
<td>MST 100</td>
<td>Marine Aquarium Systems</td>
<td>2</td>
</tr>
<tr>
<td>and MST 101*</td>
<td>Aquaculture Management</td>
<td>1.5</td>
</tr>
<tr>
<td>MST 205</td>
<td>Water Quality and Toxicity</td>
<td>3</td>
</tr>
<tr>
<td>MST 212</td>
<td>Sailing, Seamanship, and Boating Safety</td>
<td>3</td>
</tr>
<tr>
<td>MST 217</td>
<td>Sub Sea Technology: Remotely Operated Vehicle</td>
<td>2</td>
</tr>
<tr>
<td>CWE 168/169</td>
<td>Cooperative Work Experience: Marine Science Technology</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>20.5</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**
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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

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

**Associate Degree**

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

**Associate in Arts Degree**
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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 curriculum in the Mathematics Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Mathematics major for Associate degree:

**Course ID** | **Title** | **Units**
--- | --- | ---
First Year  
CS 1B* | Introduction to Programming | 3 or  
CS 4A* | Introduction to Java for Computer Science | 5
MATH 3A* | Analytic Geometry and Calculus | 5  
MATH 3B* | Analytic Geometry and Calculus | 5
**Second Year**  
MATH 3C* | Analytic Geometry and Calculus | 5  
MATH 24* | Elementary Differential Equations | 4  
MATH 26* | Introduction to Linear Algebra | 4
**Total** | | **26**

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

**Associate Degree**

**Associate in Arts Degree**
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

### 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. 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 an 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>

*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

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.


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 exams 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>
</tbody>
</table>

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

Medical Assistant Certificate Program

This program prepares the student for employment as a medical assistant in a physician’s office or clinic. The curriculum is designed to provide training in both administrative and clinical procedures and practices. Instruction is given in basic medical office procedures, including appointment scheduling, billing, insurance, medical reception, medical records management, surgical and laboratory procedures, phlebotomy, pharmacology and injections, electrocardiography, public relations, and practice-building techniques. An externship in a physician’s office combining administrative and clinical experience helps provide the student with the clinical experience necessary to enter the workforce. Students are required to carry malpractice insurance while in MA 217C.

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

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

**Total 24.25**

*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

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.


**Total 23.25**

**Total 37.25**

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.*
*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**
Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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 specific course list meeting general education requirements.

RECOMMENDED ELECTIVES: HSC 240.

**Music Associate Degree Program**
The curriculum in Music is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree will demonstrate commitment to the major, and attainment of a degree which can support attempts to gain entry-level employment.

The following course of study must be completed to fulfill major requirements for the Associate Degree in Music:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 50*</td>
<td>Applied Music: Instrumental</td>
<td>2.5, 2.5</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 51*</td>
<td>Applied Music: Keyboard</td>
<td>2.5, 2.5</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 52*</td>
<td>Applied Music: Voice</td>
<td>2.5, 2.5</td>
</tr>
<tr>
<td>MUS 10*</td>
<td>Harmony I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 11*</td>
<td>Harmony II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 54</td>
<td>Beginning Piano (or proficiency exam)</td>
<td>(1)</td>
</tr>
<tr>
<td>MUS 55*</td>
<td>Intermediate Piano (or proficiency exam)</td>
<td>(1)</td>
</tr>
<tr>
<td>MUS 92*</td>
<td>Musicianship I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 93*</td>
<td>Musicianship II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Select two courses from: MUS 20, 23, 24, 25, 26, 27, 28, 29</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>24-29</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 the required courses 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 Graduation Requirements for 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 for transfer.

**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), BIO 15 (Microbiology) and ENG 1A (Principles of Composition I) or their equivalents with a grade of “C” or better. BIO 12 (Physiology) must have been completed within the past seven years.

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

National League for Nursing Accrediting Commission
61 Broadway Street
New York, NY 10006
800-669-1656
Certificates and Degrees

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>
<tr>
<td>ENG 1A*</td>
<td>Principles of Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Eligible for Entry into Nursing Clinical Sequence

**Semester I**
- GER 101 Fundamentals of Aging 1
- N 160* Pharmacology 2
- N 170*# Nursing Process 8
- N 171*# Mental Health Nursing 3.5
**Total** 14.5

**Semester II**
- N 161 Growth and Development 1.25
- PSYC 7 Developmental Psychology—Childhood and Adolescence 3
- N 172*# Medical-Surgical Nursing 7.25
- PSYC 1 Introduction to Psychology 3
**Total** 11.5-13.25

**Semester III**
- FN 50 Fundamentals of Nutrition 2
- N 161 Nutrition for Health Occupations 2
- N 173*# Nursing Care of Children and Families 3.5
- N 174*# Women’s Health Nursing 3.25
- N 175*# Nursing in the Community 1
**Total** 9.75

**Semester IV**
- N 176*# Advanced Nursing 7.25
- SP 1 Communication Fundamentals 3
- SP 5 Interpersonal Communication 3
**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.

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.

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 VN’s 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, and ENG 1A 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.

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>
<tr>
<td>ENG 1A*</td>
<td>Principles of Composition I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17.5</strong></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>GERO 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>
<tr>
<td>N 162</td>
<td>Successful Transition to Professional Nursing</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>25.5</strong></td>
</tr>
</tbody>
</table>

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

#Clinical course.
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.

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 challengeable. 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>GERO 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>2.25</td>
</tr>
</tbody>
</table>

**Total 30**

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

**Clinical course.

†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>GERO 101†</td>
<td>Fundamentals of Aging</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 1</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SP 1</td>
<td>Communication Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>SP 5</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 13**

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

†A minimum grade of “C” is required.

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

The state universities in the area have planned curricula to dovetail with the community college programs in Orange County; therefore, it will be possible in most instances to make a smooth articulation to a baccalaureate program in Nursing.

The student will need to meet admission requirements as determined by the particular baccalaureate program he/she wishes to enter. These requirements may include courses in the natural sciences or other areas. Students should seek the necessary counseling before taking general education courses at Saddleback College as some additional courses may need to be included.

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 preschool and elementary school), 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 Saddleback College 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>or</td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>FCS 142</td>
<td>Life Management</td>
<td>3</td>
</tr>
<tr>
<td>CWE 168†/169†</td>
<td>Cooperative Work Experience: 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>Food Preparation Essentials</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>
</tbody>
</table>
Certificates and Degrees

Saddleback College Catalog 2005/06

Certificates and Degrees

86 www.saddleback.edu

Saddleback College Catalog 2005/06

Certificates and Degrees

86 www.saddleback.edu

Saddleback College Catalog 2005/06

Certificates and Degrees

Oceanography Associate Degree Program

The curriculum in the Oceanography Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses for the Associate in Science degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1A*</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 1B*</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>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>5</td>
</tr>
<tr>
<td>MS 20</td>
<td>Introduction to Oceanography</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>46</strong></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>5</td>
</tr>
<tr>
<td>CIM 213D</td>
<td>Office Skills: Windows</td>
<td>5</td>
</tr>
<tr>
<td>CIM 213E</td>
<td>Office Skills: Word Processing (Word)</td>
<td>5</td>
</tr>
<tr>
<td>CIM 213F</td>
<td>Office Skills: Spreadsheets (Excel)</td>
<td>5</td>
</tr>
<tr>
<td>CIM 213G</td>
<td>Office Skills: Desktop Presentation for Business (PowerPoint)</td>
<td>5</td>
</tr>
<tr>
<td>CIM 213H</td>
<td>Office Skills: Database (Access)</td>
<td>5</td>
</tr>
<tr>
<td>CIM 213J</td>
<td>Office Skills: Desktop Publishing (Publisher)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>33.5</strong></td>
</tr>
</tbody>
</table>

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

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>12</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>33.5</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 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 at least 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 189, 201; EMT 218; ENG 1A, 200, 220; HSC 217.
Philosophy Associate Degree Program

The curriculum in the Philosophy Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Recommended courses for the Associate degree:

Select a minimum of 12 units from the following:
- PHIL 1 Introduction to Philosophy 3
- PHIL 10* World Religions 3
- PHIL 12* Introduction to Logic 3
- PHIL 15* Introduction to Ethics 3

Select a minimum of 9 units from the following:
- ENG 15A* Survey of American Literature: 1620-1860 3
- ENG 15B* Survey of American Literature: 1860-Contemporary 3
- or ENG 17A* Survey of English Literature: Beowulf to Romantic Movement 3
- or ENG 17BB* Survey of English Literature: Romantic to the Present 3
- or ENG 21A* World Literature: Ancient to the 17th Century 3
- or ENG 21B* World Literature: 17th Century to Modern 3
- or HIST 4 World History to 1750 3
- or HIST 5 World History from 1750 3

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

Associate Degree

Associate in Arts Degree

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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: 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.

Photography Associate Degree Program

The curriculum in the Photography Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Recommended courses for the Associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 240*</td>
<td>Phlebotomist/Laboratory Assistant Procedures</td>
<td>4</td>
</tr>
<tr>
<td>CWE 168*/169*</td>
<td>Cooperative Work Experience: Health Science</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

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

Associate Degree

Associate in Arts Degree

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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 curriculum in the Physical Education Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses for the Associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 1 or HLTH 3</td>
<td>Health Education or Women’s Health Issues</td>
<td>3</td>
</tr>
</tbody>
</table>
Physics Associate Degree Program

The curriculum in the Physics Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses 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>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>5</td>
</tr>
<tr>
<td>MATH 3B*</td>
<td>Analytic Geometry and Calculus</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 4A*</td>
<td>General Physics</td>
<td>5</td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 3C*</td>
<td>Analytic Geometry and Calculus</td>
<td>5</td>
</tr>
<tr>
<td>MATH 24*</td>
<td>Elementary Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MATH 26*</td>
<td>Introduction to Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 4B*</td>
<td>General Physics</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 4C*</td>
<td>General Physics</td>
<td>5</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.

Associate in Science Degree

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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: CHEM 1A, 1B.
Saddleback College Catalog 2005/06

Certificates and Degrees

Associate Degree

Associate in Arts Degree

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

Psychology Associate Degree Program

The curriculum in the Psychology Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses for the Associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 10*</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2*</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3*</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Total 20

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>Television and Film 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>
</tbody>
</table>

Select ten units from one Specialty Area

Total 20

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 40*</td>
<td>Television and Film Directing</td>
<td>2</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 131*</td>
<td>Non-Linear Editing I</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>Television and Film Scriptwriting II</td>
<td>3</td>
</tr>
<tr>
<td>CA 233†</td>
<td>Radio Television Internship/Practicum</td>
<td>1</td>
</tr>
</tbody>
</table>

and

CA 168*†| Cooperative Work Experience: Radio/Television| 1 |

Total 32

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>Radio Broadcasting</td>
<td>2</td>
</tr>
<tr>
<td>CA 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>
</tbody>
</table>

and

CA 168*†| Cooperative Work Experience: Radio/Television| 1 |

*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

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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, 7, 21, 30, 33, 37; SOC 1.
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, and 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.

RECOMMENDED ELECTIVES: BUS 1, 135, 137.

*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.

Associate in Science Degree

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

Real Estate 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 has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

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. RE 172 and one additional elective must be completed within 18 months after passing the State exam. Electives list: ACCT 215, BUS 12, 104, 125, 160; RE 176A, 176B, 178.

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

RECOMMENDED ELECTIVES: BUS 1, 135, 137.
Sociology Associate Degree Program

The curriculum in the Sociology Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses 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 Sociology</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>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

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

Speech/Communication Associate Degree Program

The curriculum in the Speech/Communication Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested courses for the Associate degree:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 1</td>
<td>Communication Fundamentals (meets AA Speech requirements)</td>
<td>3</td>
</tr>
<tr>
<td>SP 2*</td>
<td>Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>SP 3*</td>
<td>Argumentation and Debate</td>
<td>3</td>
</tr>
<tr>
<td>SP 5</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>SP 30</td>
<td>Introduction to Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>SP 32*</td>
<td>Interpreters' Theatre</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

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

Associate Degree

Certificate 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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOUR 250</td>
<td>Ticketing and Reservations</td>
<td>3</td>
</tr>
<tr>
<td>TOUR 252</td>
<td>World Destinations/Resorts—Western Hemisphere</td>
<td>3</td>
</tr>
<tr>
<td>TOUR 253</td>
<td>World Destinations/Resorts—Europe</td>
<td>3</td>
</tr>
<tr>
<td>TOUR 254</td>
<td>World Destinations/Resorts—Pacific, Asia, Africa</td>
<td>3</td>
</tr>
<tr>
<td>TOUR 255</td>
<td>Travel Sales and Marketing</td>
<td>3</td>
</tr>
<tr>
<td>TOUR 257</td>
<td>Tours and Cruises</td>
<td>3</td>
</tr>
<tr>
<td>TOUR 259†</td>
<td>Airline Computer Training</td>
<td>2</td>
</tr>
<tr>
<td>TOUR 260*</td>
<td>Advanced Airline Computer Training</td>
<td>2</td>
</tr>
<tr>
<td>CWE 168*</td>
<td>Cooperative Work Experience: Travel Agency Operation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>23</td>
</tr>
</tbody>
</table>

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

Associate Degree

Certificate Program

The General Technology Associate Degree provides students 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.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 43</td>
<td>Stage Make-up</td>
<td>1</td>
</tr>
<tr>
<td>TA 40</td>
<td>Stagecraft</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></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>23</td>
</tr>
</tbody>
</table>

Associate Degree

Associate in Arts Degree

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.

Spring Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 2*</td>
<td>Beginning Scene Study</td>
<td>3</td>
</tr>
<tr>
<td>TA 15, 16, 17, 18 or 19</td>
<td>Rehearsal and Performance (Tech. and/or Acting)</td>
<td>1-2</td>
</tr>
<tr>
<td>TA 42</td>
<td>Costume Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Second Year—Fall Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 3*</td>
<td>Advanced Scene Study</td>
<td>3</td>
</tr>
<tr>
<td>TA 15, 16, 17, 18 or 19</td>
<td>Rehearsal and Performance (Tech. and/or Acting)</td>
<td>1-2</td>
</tr>
<tr>
<td>TA 25</td>
<td>Theatre History: Primitive to Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>TA 41</td>
<td>Stage Lighting</td>
<td>3</td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 4*</td>
<td>Acting Styles: Classical</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td>3</td>
</tr>
<tr>
<td>TA 5*</td>
<td>Acting Styles: Contemporary</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</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></td>
<td>Total</td>
<td>39-43</td>
</tr>
</tbody>
</table>

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

Associate Degree

Associate in Arts Degree

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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 18 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.

Theatre Arts Associate Degree Program

The curriculum in the Theatre Arts Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Possible entry-level career opportunities for students completing this program include various stagecraft positions in local repertory theatres and the entertainment industry.

Sample Course of Study

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year—Fall Semester</td>
<td></td>
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<tr>
<td>TA 1</td>
<td>Acting</td>
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</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>
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<tr>
<td>Second Year—Fall Semester</td>
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<td></td>
</tr>
<tr>
<td>TA 3</td>
<td>Advanced Scene Study</td>
<td>3</td>
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<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</td>
<td>Acting Styles: Classical</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td>3</td>
</tr>
<tr>
<td>TA 5</td>
<td>Acting Styles: Contemporary</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
<td>3</td>
</tr>
<tr>
<td>TA 15, 16, 17, 18 or 19</td>
<td>Rehearsal and Performance (Tech. and/or Acting)</td>
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<td>TA 45</td>
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<td>TA 142</td>
<td>Theatre Production</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>39-43</td>
</tr>
</tbody>
</table>

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

Associate Degree

Associate in Arts Degree

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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.


Saddleback College Catalog 2005/06

www.saddleback.edu
*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**

Complete at least 18 units (or as described in the major area of study) in a single subject or related disciplines 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, 102, 125, 135, 137, 138; CIM 121 AB.

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**Women's and Gender Studies**

**Associate Degree Program**

The curriculum in the Women’s and Gender Studies Associate Degree program is designed to provide the student the opportunity to achieve an Associate degree. While a baccalaureate or higher degree is recommended for those considering professional careers related to this field, earning the Associate degree would demonstrate commitment to the major. Attainment of an Associate degree may support attempts to gain entry-level employment.

Suggested major courses for the Associate in Science degree:

**CORE REQUIREMENT:**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS 10</td>
<td>Introduction to Women's Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Majors must also select a minimum of 17 units from the following courses:

- ANTH 21 Women and Culture: Cross-Cultural Perspectives 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 9 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.
Articulation/Transfer Patterns

Juried student art exhibition held each spring
Articulation/Transfer Patterns

Transfer Planning

I. Transfer students, that is, students planning to enter a university or four-year college after attending Saddleback College, should note the following suggestions:

A. Consult the catalog of the college or university to which they intend to transfer for such requirements as:
   1. Admissions Information
   2. Major course requirements
   3. General education or breadth requirements

B. Notice 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 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 and major preparation. 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.

II. 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 Career Center. The Career Center maintains catalogs and applications from other institutions as well and will provide assistance in obtaining information and applications.

IV. Student Responsibility for Meeting Transfer Requirements: All students must assume complete responsibility for compliance with regulations and instructions set forth in university or college catalogs for their intended transfer institution, and 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 for transfer.

The following information is subject to change

The California State University

(Refer to the California CSU/UC map)

*Application Filing Periods

(Applications first accepted):
- Summer Semester or Quarter: February 1 (5 campuses)
- Fall Semester or Quarter: October 1 - November 30
- Winter Quarter: June 1 - June 30
- Spring Semester or Quarter: August 1 - August 30

*You are urged to file early. Applications to impacted majors must be filed during the initial filing period. 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 60 or more transferable semester college units (90 or more quarter units) are considered upper-division transfer students.

2. 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

Upper-Division Transfer Requirements (60 or more transferable semester or 90 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 CSU G.E. certification pattern or Areas 1 and 2 of the IGETC).

Transferrable Coursework

Transferrable courses are those designated for that purpose by the college or university offering the courses. Saddleback College certifies courses numbered 1 to 199 in the catalog as CSU transferable.
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 Requirements**

(The Following Information is Subject to Change)

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 by 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 in their junior or senior year.

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**—At least nine units are required in Areas B1 through B4. (One course must be taken from Areas B1 and B2 [one of which must be a laboratory course designated B 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*, 3*, 12A*, 12B*, 108*, 120*
- ENV 23*, 120*
- GEOG 1* (*lab course 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 1B*, 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 (MATH 112) completed prior to Fall Semester 1988 will be accepted by the CSU as meeting graduation requirements in general education.

**AREA C: ARTS & HUMANITIES**—At least three courses and nine units are required. (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 12 (formerly 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
- PHOT 25
- SP 22
- TA 10, 11, 20, 21 (prior to Fall 1993), 22, 25, 26, 32, 110

**C2 Humanities**
- ARAB 1, 2, 21
- CHI 1 (or 1A and 1B), 2, 21
- FR 1*, 2*, 3, 4, 10, 20, 21
- GER 1*, 2*, 3, 4, 10, 21
- 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, 3, 4
- SL 1 (formerly 32), 2 (formerly 33), 3 (formerly 34), 4 (formerly 36) [Sign Language courses beginning Fall 1993]
- SPAN 1* (or 1A* and 1B*), 2*, 3, 4, 10, 20A, 20B, 21A, 21B
- SP 30
- TA 30
- *Beginning Fall 1998

**AREA D: SOCIAL & BEHAVIORAL SCIENCES**—At least three courses and nine units are 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 D5) 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 1990]

**D3 Ethnic Studies**
- ANTH 4; CCS 1, 2, 10; HIST 20, 33 (beginning Fall 2001); 81;
- PSYC 16 (formerly 116); SOC 4, 5 (beginning Fall 2004), 6, 20
Certification of CSU General Education Requirements

Area E: Life Skills (A minimum of three units are required):

- APSY 140, 150, 151, 160
- BUS 116 (beginning Fall 2002)
- FCS 115, 140, 142 (beginning Fall 1997)
- FN 50, 64
- GERO 101
- HLT H 1, 3
- HS 175 (beginning Fall 1996)
- PE 107 or select one course from PE 1, 2, 3, 4, 5, 6, 7, 8, 9, 28, 29, 50, 93, 94 or DANC 63 (formerly PE/TA 63); or APE 1 or 107 (Note: one course maximum)
- PSYC 5 (beginning Fall 2005), 7# (beginning Fall 2006), 33
- WS 120

#Course listed in more than one area, but shall not be certified in more than one area.

+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 of this requirement.

Area E: Life Skills (A minimum of three units are required):

- APSY 140, 150, 151, 160
- BUS 116 (beginning Fall 2002)
- FCS 115, 140, 142 (beginning Fall 1997)
- FN 50, 64
- GERO 101
- HLT H 1, 3
- HS 175 (beginning Fall 1996)
- PE 107 or select one course from PE 1, 2, 3, 4, 5, 6, 7, 8, 9, 28, 29, 50, 93, 94 or DANC 63 (formerly PE/TA 63); or APE 1 or 107 (Note: one course maximum)
- PSYC 5 (beginning Fall 2005), 7# (beginning Fall 2006), 33
- WS 120

#Course listed in more than one area, but shall not be certified in more than one area.

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 in the year when taken. 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 CSU General Education Breadth list.

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 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.

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:

In general, courses listed as preparation for the major may also be 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: January 1-31
- Spring Quarter: October 1-31
- UC Berkeley accepts applications for fall only Fall Semester: November 1-30

For further information regarding the application and admissions process, refer to the UC’s online undergraduate application website at: www.universityofcalifornia.edu

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 [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.

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
      3) four transferable college courses (3 semester or 4-5 quarter units each) chosen from at least two of the following subject areas: the arts and humanities, the social and behavioral sciences, and the physical and biological sciences.

(Students who satisfy the Intersegmental General Education Transfer Curriculum (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 their choice for details and specific requirements.

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 may 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

ACCT 1A, 1B
ANTH 1, 1L, 2, 3, 4, 6, 7, 8, 9, 10, 12*, 13, 14, 15, 16, 20, 21
*UC transfer credit is contingent upon a review of the course outline by a UC campus.
+APE (formerly PESS) 1, 2
+Any or all of these activities (PE) courses combined: maximum credit, 4 units
APSY 1
ARAB 1, 2, 21*
*UC transfer status pending UC review.
ARCH 10*(formerly 110), 12*(formerly 112), 34* (formerly 134), 42* (formerly 142), 44* (formerly 144), 50**(formerly 150), 51** (formerly 151)
*Any or all of these courses and ART 80 combined: maximum credit, 18 semester units per UC Berkeley’s College of Environmental Design.
**50/DR 50 and 51/DR 51 combined: maximum credit, one course.
ART 4, 9, 10, 11, 12, 13, 20, 21, 22, 23, 24, 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#
#UC transfer credit is contingent upon a review of the course outline by a UC campus.
ASTR 20, 21, 25, 45, 185#
#UC transfer credit is contingent upon a review of the course outline by a UC campus.
BIO 3A (formerly 1A), 3B (formerly 1B), 3C (formerly 1C), 11, 12, 15, 18, 19, 20+, 24, 25, 40, 41, 43, 45, 180#
+No credit for 20 if taken after a college course in Biol-
Articulation/Transfer Patterns

100        www.saddleback.edu

-IA 1 through 21
HORT 7, 10*, 11*, 20, 29*
HLTH 1*, 2, 3*
HIST 4, 5, 7*, 8, 9, 10, 11, 12, 15, 16*, 17*, 19, 20, 21, 22*, 25, 27, 28, 30, 32, 33, 40, 41, 61, 62, 63, 70, 71, 72, 74, 75, 80, 81, 94, 189#
UG 1, 2, 3, 4, 5, 6, 7, 10*, 20**, 21, 23, 189#
**No credit for 20 if taken after 2A or 4.
**No credit for 21 if taken after 4.
ENG 1A, 1B, 3A, 3B, 4A, 4B
*1A combined with CIM 1: maximum credit, one course.
DANC (Dance) 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 40, 41, 42, 43, 44, 45, 46, 47, 50, 51, 52, 53, 54, 55, 56, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 75, 80, 81, 82, 92, 93, 94*189#
*Max credit one course.
ENG 1, 4, 7, 8, 10, 11, 12, 15, 16*, 17*, 19, 20, 21, 22*, 25, 27, 28, 30, 32, 33, 40, 41, 61, 62, 63, 70, 71, 72, 74, 75, 80, 81, 94, 189#
**No credit for 20 if taken after a college course in Astronomy, Geology, Meteorology or Oceanography.
#UC transfer credit is contingent upon a review of the course outline by a UC campus.
#UC transfer credit is contingent upon a review of the course outline by a UC campus.
*Maximum credit one course.
GER 1, 2, 3, 4, 10*, 21**
*Maximum credit two courses.
**UC transfer status pending UC review.
HEBR 1, 2
HIST 4, 5, 7*, 8*, 9, 10, 11, 12, 15, 16*, 17*, 19, 20, 21, 22*, 25, 27, 28, 30, 32, 33, 40, 41, 61, 62, 63, 70, 71, 72, 74, 75, 80, 81, 94, 189#
**7, 8, 16, 17 and 22 combined: maximum credit, 2 courses.
#UC transfer credit is contingent upon a review of the course outline by a UC campus.
HLTH 1*, 2, 3*
*1 and 3 combined: maximum credit, one course.
HORT 7, 10*, 11*, 20, 29*
*10, 11, and 29 combined: maximum credit, one course.
HS 37
HUM 1, 3, 10A, 10B, 21, 22, 25
*IA 1 through 21 (Intercollegiate Athletics/PE Activities)
*Any or all of these courses combined: maximum credit, 4 units
IDS 1, 2, 5
IS 1; Independent Studies/Special Studies Workshop, etc.
Granting of transfer credit for courses of this kind is contingent upon a review of the course outline by a UC campus.
ITA 1, 1A*, 1B*, 2, 3, 4, 10+, 21
*1A and 1B combined is equivalent to 1 (per catalog):
maximum credit, 5 units. Both 1A and 1B must be taken for transfer credit to be granted.
#UC transfer credit is contingent upon a review of the course outline by a UC campus.
JA 1, 2, 21
JRN 1, 2
KOR 21
MATH 2+, 3A*, 3B, 3C, 7+, 8+, 9, 10, 11*, 24, 26
+7, 8 and 18 combined: maximum credit, one course.
Note: No credit for MATH 2 if taken after MATH 11.
+39 and 31 combined: maximum credit, one course.
MS 2, 4, 20
MST 10
MUS 1+, 10, 11, 12, 14, 15, 20, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 40, 41, 42, 43, 44, 46, 47, 50, 51, 52, 53, 54, 55, 56, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 75, 80, 81, 82, 92, 93, 94*189#
*Max credit one course.
MUS 2+, 3A*, 3B, 3C, 7+, 8+, 9, 10, 11*, 24, 26
+7, 8 and 18 combined: maximum credit, one course.
Note: No credit for MATH 2 if taken after MATH 11.
+3A and 31 combined: maximum credit, one course.
PHIL 1, 10, 12, 15
PHOT 25, 50, 51, 55
PHYS 2A*, 2B*, 4A*, 4B*, 4C*, 20+, 189#
*2A, 2B, combined with 4A, 4B, 4C: maximum credit, one series. Deduct credit for duplication of topics.
+No credit for 20 if taken after 2A or 4A.
#UC transfer status pending UC review.
#UC transfer credit is contingent upon a review of the course outline by a UC campus.
*PE 1 through 67 and 70 through 96 (Activities)
*Any or all of these combined: maximum credit, 4 units
PHIL 1, 10, 12, 15
PHOT 25, 50, 51, 55
PHYS 2A*, 2B*, 4A*, 4B*, 4C*, 20+, 189#
*2A, 2B, combined with 4A, 4B, 4C: maximum credit, one series. Deduct credit for duplication of topics.
+No credit for 20 if taken after 2A or 4A.
#UC transfer status pending UC review.
#UC transfer credit is contingent upon a review of the course outline by a UC campus.
*Any or all designated activity (PE) courses combined:
maximum credit 4 units.
*Any or all of these combined: maximum credit, 8 units
PRSN 1, 2, 3, 4*, 4**
*UC transfer status pending UC review.
PS 1, 4, 10, 11, 12, 14, 17, 21, 61, 75, 80
PSYC 1, 2, 3, 5, 7, 16, 21, 30, 33, 37
SL 1 (formerly 32), 2 (formerly 33), 3 (formerly 34), 4 (formerly 35)
SOC 1, 2, 4, 5, 6, 10, 15, 20, 21, 25, 30
SPAN 1, 1A*, 1B*, 2, 3, 4, 6, 10, 20A, 20B, 21A, 21B
*1A and 1B combined is equivalent to 1 (per catalog):
maximum credit, 5 units. Both 1A and 1B must be taken for transfer credit to be granted.
SP 1, 2, 3, 5, 8, 20, 30, 32, 35
SPOW 1 (See IS 1)
TA 1, 2, 3, 4, 5, 7, 10, 11, 12, 15, 16, 17, 18, 19, 20, 22, 25, 26, 30, 32, 35, 40, 41, 42, 43, 44, 45, 189#
#UC transfer credit is contingent upon a review of the course outline by a UC campus.
WS 10, 21, 40
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.

It is not advisable for transfers to engineering and science majors at any UC campus to use IGETC. Students entering “high unit” majors, such as those in the sciences, 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. Some majors specifically prohibit the use of IGETC.

Courses on this list are approved for the 2005-2006 academic year. Students wishing to use a course to meet an IGETC requirement must have been certified in the year when completed. Courses from at least two disciplines (courses listed by discipline, e.g., Anthropology, Political Science).

A. Arts courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 4</td>
<td>Art</td>
</tr>
<tr>
<td>20</td>
<td>Art</td>
</tr>
<tr>
<td>21</td>
<td>Art</td>
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<tr>
<td>22</td>
<td>Art</td>
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<tr>
<td>23</td>
<td>Art</td>
</tr>
<tr>
<td>24</td>
<td>Art</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

B. Humanities courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHI 21</td>
<td>Chinese</td>
</tr>
<tr>
<td>ENG 15A</td>
<td>English</td>
</tr>
<tr>
<td>1B</td>
<td>English</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

C. Oral Communication:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 1</td>
<td>Oral Comm.</td>
</tr>
</tbody>
</table>

AREA 4—SOCIAL 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.

A. Physical Science courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 20</td>
<td>Astronomy</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

B. Biological Science courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 1</td>
<td>Anthropology</td>
</tr>
<tr>
<td>1L</td>
<td>Anthropology</td>
</tr>
</tbody>
</table>

LANGUAGE OTHER THAN ENGLISH (required for UC transfers only):

Language proficiency is required. Students transferring to a CSU campus should complete at least six semester units of Language other than English.

U.S. HISTORY, CONSTITUTION, AMERICAN IDEALS (CSU GRADUATION REQUIREMENT ONLY):

Students transferring to a UC campus should complete at least six semester units of U.S. History, Constitution, and American Ideals.

*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 L 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 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**

Beginning Fall 2000, for good cause, a student may be partially certified if deficient no more than two courses, except that all of Areas 1 and 2 must be completed prior to transfer. If partially certified, the student has the option of completing the one or two remaining courses at another community college or at the transfer institution until the beginning of the second year of transfer. 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 courses meeting general education breadth requirements for UC campuses are available in the Counseling Services office or refer to the ASSIST website at www.assist.org.

Articulation agreement information regarding course-to-course and major requirements is also available on ASSIST. Inquire in the Counseling Services office for information regarding UC guaranteed admission programs with UC Davis (Transfer Admission Agreement), UC San Diego (Transfer Admission Guarantee), UC Riverside (Transfer Admission Guarantee), UC Santa Barbara (Transfer Admission Agreement), and UC Santa Cruz (Guaranteed Admission for Transfer Entry).

**Independent California Colleges and Universities**

There are 77 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. There are many other private colleges and universities which are not affiliated with AICCU as well. 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.

**Example Campus**

<table>
<thead>
<tr>
<th>CSU G.E.</th>
<th>(CSU)IGETC</th>
<th>UCIGETC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Azusa Pacific Univ.</td>
<td>X+</td>
<td></td>
</tr>
<tr>
<td>Biola Univ.</td>
<td>X+</td>
<td></td>
</tr>
<tr>
<td>Chapman Univ.</td>
<td>X+</td>
<td>X+</td>
</tr>
<tr>
<td>Concordia Univ.</td>
<td>X+</td>
<td>X+</td>
</tr>
<tr>
<td>Dominican College San Rafael</td>
<td>X+</td>
<td></td>
</tr>
<tr>
<td>Golden Gate University</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Hope Int’l. Univ.</td>
<td>X+</td>
<td>X+</td>
</tr>
<tr>
<td>Otis College-Art &amp; Design</td>
<td>X+</td>
<td></td>
</tr>
<tr>
<td>Univ. of the Pacific</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Univ. of Phoenix</td>
<td>X+</td>
<td>X+</td>
</tr>
<tr>
<td>Univ. of San Francisco</td>
<td>X+</td>
<td></td>
</tr>
<tr>
<td>Vanguard University</td>
<td>X+</td>
<td></td>
</tr>
</tbody>
</table>

*Campus preferred option

+Requires additional G.E. requirements. For details, refer to the catalog for the college of choice, or contact the Counseling Services office at Saddleback College.

Students are advised to refer to the transfer college of choice catalog, website, and contact their admissions office for details regarding campus-specific general education requirements and options.
## Other Independent Colleges and Universities

Interested students will also find additional formalized articulation agreements in the Counseling Services office with numerous other independent colleges and universities, including Azusa Pacific University, Biola University, Chapman University, Concordia University, Embry-Riddle Aeronautical University, Hope International University, Los Angeles College of Chiropractic, Loma Linda University, National University, Occidental College, Pepperdine University-The Graziadio School of Business and Management, South Baylo University, Southern California College of Optometry, University of Phoenix, University of Redlands, University of San Diego, University of Southern California, Westmont College, and Woodbury University, among many others.

## California Articulation Number (CAN)

### (Information Subject to Change)

The California Articulation Number (CAN) system identifies some of the transferable, lower-division introductory preparatory courses commonly taught within each academic discipline on college campuses.

The CAN system assures students that CAN courses on one participating campus will be accepted “in lieu of” the comparable CAN courses on another participating campus. Example: CAN ECON 2 on one campus will be acceptable for CAN ECON 2 on another participating campus. Each campus retains its own course numbering system.

Saddleback College courses qualified in the CAN system are designated following each course description in the schedule of classes.

Following is a list of Saddleback College (SC) courses qualified in the CAN system available at the time of catalog publication 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 for the latest information, or refer to the CAN website at www.cansystem.org.  

### SC Course No. | Course Title               | CAN Number
---|---------------------------|--------------------------
ACCT 1A | Financial Accounting     | BUS 2                    |
ACCT 1B | Managerial Accounting    | BUS 4                    |
ACCT 1A+1B | CAN BUS SEQ A  |             |
ANTH 1  | Biological Anthropology  | ANTH 2                   |
ANTH 2  | Cultural Anthropology    | ANTH 4                   |
ANTH 9  | Introduction to Archaeology | ANTH 6             |
ART 10  | Beginning Ceramics (Handbuilding) | ART 6         |
ART 26  | Survey of Art History: Ancient and Gothic | ART 2           |
ART 26  | Survey of Art History: Renaissance to Modern | ART 4           |
ART 25+26 | CAN ART SEQ A |                   |
ART 40  | Two-Dimensional Design   | ART 14                   |
ART 41  | Three-Dimensional Design | ART 16                   |
ART 50  | Beginning Painting       | ART 10                   |
ART 60  | Beginning Intaglio (Etching) and Relief | ART 20        |
ART 70  | Fundamentals of Sculpture | ART 12                 |
ART 80  | Beginning Drawing        | ART 8                    |
BIO 11  | Human Anatomy            | BIO 10                   |
BIO 12  | Human Physiology         | BIO 12                   |
BIO 11+12 | CAN BIOL SEQ B           |                         |
BIO 15  | General Microbiology     | BIOL 14                  |
BUS 12  | Business Law             | BUS 8                    |
BUS 14  | Legal Environment of Business | BUS 12           |
CHEM 1A | General Chemistry        | CHEM 2                   |
CHEM 1A+1B | CAN CHEM SEQ A  |                     |
CIM 1 | Introduction to Computer Information Systems | BUS 6 |
Articulation/Transfer Patterns

Transfer Major Patterns

(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. 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 consisting of at least 18 units in a single subject or related disciplines. While not a requirement for transfer, the Associate Degree is generally recommended, and proper planning should enable students to satisfy requirements for graduation from Saddleback College.

The following pages list selected 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 a few examples of the many majors available and are subject to change as articulation is a year-round process. 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.

The Saddleback College Articulation Officer, in cooperation with instructional faculty, will continue to establish new articulation agreements, especially for those majors about which a number of students inquire. Copies of articulation agreements with four-year institutions are available in Saddleback College’s Counseling Office, or refer to the ASSIST website at www.assist.org which is the official state-wide 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 details regarding other transfer agreements and options not available on ASSIST for your transfer college choice.

Articulation/Transfer Major Pattern Examples for Selected Programs and Campuses:

The following examples of articulated major programs for representative colleges are based on articulation information available at the time of Saddleback College catalog publication deadlines and are subject to change, as articulation is a year-round process.

Please check with the Counseling Office for the most current information, as well as the Articulation Office’s website at saddleback.edu/serv/couns/artic or the ASSIST website at www.assist.org.

Administration of Justice

ALSO 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. Recommended elective: HIST 135.

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 Careers in Teaching 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 Competency (Secondary Teaching Program in Social Sciences), complete the following: ECON 2, GEOG 2 or 3; HIST 4, 15, 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.

For the Single Subject Matter Competency (Secondary Teaching Program in Social Sciences), complete the following: ECON 2, GEOG 2 or 3; HIST 4, 15, 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.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Bachelor of Arts in American Studies

The American Studies major at CSU Long Beach is an upper-division major which requires a lower-division two-semester survey of American literature sequence (CSULB’s English 270A, 270B). See Saddleback College equivalency below for this requirement.

Lower-division Major Preparation: ENG 10A, 10B.

Recommended elective: HIST 135. Students interested in this program are advised to consult with a CSULB program advisor.

Also refer to the CSULB catalog for further information regarding program requirements.

Transfer Major Patterns

(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. 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 consisting of at least 18 units in a single subject or related disciplines. 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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Please check with the Counseling Office for the most current information, as well as the Articulation Office’s website at saddleback.edu/serv/couns/artic or the ASSIST website at www.assist.org.

Administration of Justice

ALSO 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. Recommended elective: HIST 135.

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 Careers in Teaching 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 Competency (Secondary Teaching Program in Social Sciences), complete the following: ECON 2, GEOG 2 or 3; HIST 4, 15, 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.

For the Single Subject Matter Competency (Secondary Teaching Program in Social Sciences), complete the following: ECON 2, GEOG 2 or 3; HIST 4, 15, 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.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Bachelor of Arts in American Studies

The American Studies major at CSU Long Beach is an upper-division major which requires a lower-division two-semester survey of American literature sequence (CSULB’s English 270A, 270B). See Saddleback College equivalency below for this requirement.

Lower-division Major Preparation: ENG 10A, 10B.

Recommended elective: HIST 135. Students interested in this program are advised to consult with a CSULB program advisor.

Also refer to the CSULB catalog for further information regarding program requirements.
Articulation/Transfer Patterns

## Anthropology

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

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

**Lower-division Preparation:**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ANTH 1</td>
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<td>ANTH 2</td>
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<td>ANTH 3</td>
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<td>ANTH 9</td>
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*San Diego State’s 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 ASSIST at www.assist.org for additional information regarding these programs.

General education requirements: California State University general education requirements are listed in the introduction to this section of the catalog.

### UNIVERSITY OF CALIFORNIA, IRVINE

**Bachelor of Arts in Anthropology**

**Note:** In fulfillment of the requirements below, a single course may be used only once:

**Lower-division Requirements for the Major:** ANTH 2 and ANTH 1 or 3 or 9; and select four courses from: ANTH 4, 6, 7, 8, 10, 13, 14, 15, 20, 21 (ANTH 1, 3 or 9 if not already taken as noted above); CIM 10 or (CIM 2A and CIM 10) or CS 4A and 4B; *MATH 3A and *MATH 10 or a one-year statistics sequence completed at UCI after transfer.

**Remark:** 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

### UNIVERSITY OF CALIFORNIA, LOS ANGELES

**Bachelor of Arts in Anthropology**

**Lower-division Major Preparation:** ANTH 1, 2, 9.

**Bachelor of Science in Anthropology**

**Lower-division Major Preparation:** ANTH 1, 2, 9; BIO 3A, 3B, 3C; CHEM 1A, 1B, 12A; MATH 3A, 3B; PHYS 2A and 2B.

For more information regarding these programs and UCLA’s transfer selection process refer to ASSIST at www.assist.org and UCLA websites: www.college.ucla.edu and www.admission.ucla.edu

### 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**

This major is impacted and applications are accepted only during the CSU initial filing period.

**Lower-division Major Preparation:** +ARCH 34, 42, 44, 124A, 136.

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, and must be completed no later than the Fall semester prior to transfer.

### Bachelor of Science in Landscape Architecture

There are no equivalencies 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 34, 42, 44, (124A and 124B), 126, 136.

**Lower-division Support Courses:** +ARCH 10, (+ARCH 50 recommended); ENG 1B; ENGR 31; MATH (2 and 3A) or (3A and 3B); PHYS 2A and 2B

### Bachelor of Science in Architectural Engineering

**Lower-division Major Course Requirements:** ENGR 31

**Lower-division Support Courses:** +ARCH 10, 42; (124A and 124B), 126; 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 10; ECON 20; GEOL 1; MATH 2, 10; (ARCH 42, 44, and 124A are recommended).

### Bachelor of Science in Landscape Architecture

**Lower-division Support Courses:** +ARCH 10; BIO 3A, 3B; HORT 10, 11; MATH 7; (MATH 10 recommended).

### General Education and Breadth

- See California State University general education certification or the Intersegmental General Education Transfer Curriculum (IGETC) sections in this catalog.

### UNIVERSITY OF CALIFORNIA, BERKELEY

**Architecture**

**Lower-division Design Prerequisites:** ARCH (10 and 12), (34 and 44), (ART 80 and ARCH 42)

**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 and ASSIST at www.assist.org for details regarding course selection for G.E. breadth and program requirements. This major does not confer professional architect status.

### 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,
Bachelor of Fine Arts in Art

The Bachelor of Fine Arts degree at CSU Fullerton is a professional program providing directed studies in nine studio concentrations within the visual arts.

Upon admission to CSUF with art as the major, students are placed in the Bachelor of Arts category, whether entering as a freshman or transferring from a community college. After admission to CSUF students should contact the Art Department regarding procedures for changing their academic objective to the Bachelor of Fine Arts in Art. *Students must provide proof of completion of the following lower-division studio core courses (12 units) with a "B" or better grade-point average for all concentrations listed:

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

**Concentrations** (In fulfillment of the requirements listed below for each concentration, a single course may be used only once.)

- **Ceramics:** Studio Core: ART 40, 41, 50, 80; and ART 10, 11, 25, 26, 85 required; and 6 units of studio electives selected from: ART 51, 52, 60, 61, 70, 71, 72, 81, 140, 144, 175.
- **Crafts:** Studio Core: ART 40, 41, 50, 80; and ART 25, 26, 81 required; and 6 units of studio electives selected from: ART 10, 11, 51, 52, 60, 61, 70, 71, 72, 85, 140, 144, 175.
- **Creative Photography:** Studio Core: ART 40, 41, 50, 80; 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, 70, 71, 72, 81, 140, 144, 175.
- **Drawing and Painting:** Studio Core: ART 40, 41, 50, 80; and ART 25, 26, 51, 52, 85 required; and 6 units of studio electives selected from: ART 10, 11, 60, 61, 62, 70, 71, 72, 81, 140, 144, 175.
- **Entertainment Art/Animation:** Studio Core: ART 40, 41, 50, 80; and ART 25, 26, 85 required; ART 81 or CSUF’s ART 263 taken after transfer.
- **Graphic Design:** Studio Core: ART 40, 41, 50, 80; 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: ART 40, 41, 50, 80; and ART 25, 26, 81, 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: ART 40, 41, 50, 80; and ART 25, 26, 51, (60 or 61 or 62), 85 required; and 6 units of studio electives selected from: ART 10, 11, 52, 60*, 61*, 62* (*if not taken to fulfill preceding requirements), 70, 71, 72, 81, 140, 144, 175.
- **Sculpture:** Studio Core: ART 40, 41, 50, 80; 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 are listed in the introduction to this section of the catalog.

**Lower-division Preparation:**

- **Art Photography:** ART 22, 25, 26, 40, 41, 50, 80; PHOT 50; and one course from: ART 78 or 85.
- **Ceramics:** ART 10, 11, 22, 25, 26, 40, 41, 50, (78 or 85), 80.
- **Drawing and Painting:** ART 22, 25, 26, 40 or 42, 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 or GD 144.
- **Illustration:** ART 22, 25, 26, 40, 41, 50, 80, 85, 141 or GD 141, ART 144 or GD 144.
- **3-D Media (Fiber, Metal, Wood):** ART (10 or 11), 22, 25, 26, 40, 41, 50, 70, (78 or 85), 80.
- **Printmaking:** ART 22, 25, 26, 40, 41, 50, 80, 85, 144 or GD 144.
- **Sculpture:** ART 22, 25, 26, 40, 41, 50, 70, 78, 80, 85.

For more information regarding this major, refer to the CSU Long Beach catalog, and ASSIST at www.assist.org

**IMPORTANT:** Admissions to all of the preceding programs at CSULB are 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 current 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 and 26 ) or (ART 22 and UCI coursework after transfer), and 2B; and select four courses in different media from:

- Drawing: ART 80, 81
- Painting: ART 50, 51
- Basic Sculpture: ART 70, 71
- Ceramic Sculpture: ART 9, 10
- Digital Imaging: Portfolio required to determine placement

Bachelor of Arts in Art History

Lower-division Preparation: (ART 25 and 26 ) or (ART 22 and UCI coursework after transfer); AND

Two years in a single language other than English at university level (or equivalent): French, German, Italian, 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 (recommended); MATH 3A, 3B, 3C; PHYS 4A, 4B, 4C. SDSU’s ASTR 201 must be taken after transfer.

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 (recommended); MATH 3A, 3B, 3C; PHYS 4A, 4B, 4C. SDSU’s ASTR 201 must be taken after transfer.

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. See the SDSU catalog for additional information.

General education: Refer to California State University certification requirements.

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 will be allowed for biological science courses in which a grade of D or F is earned. Courses taken with the credit/no credit grading option may not be used.

Lower-division Core Requirements: BIO 3A and 3B and 3C (complete entire 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 (MATH 3A preferred).

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 Science in Biology

This degree includes a general biology option and six additional specialized options in biology education, botany, cell and molecular biology, 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, 15; 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.
- Cell and Molecular Biology Option: BIO 3A, 3B, 3C, 15; 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.
- Physiology Option: BIO 3A, 3B, 3C; CHEM 1A, 1B; MATH 3A, 3B; PHYS 2A and 2B.
- Zoology 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 or ENV 19; CHEM 1A, 1B; MATH 3A, 3B; PHYS 2A and 2B.

Refer to the CSU Long Beach catalog and ASSIST at www.assist.org for additional information regarding both degree programs.
CALIFORNIA STATE UNIVERSITY, SAN MARCOS
Bachelor of Science in Biological Sciences

Lower-division Preparation: BIO 3A, 3B, 3C; CHEM 1A, 1B, 12A, 12B; MATH 3A; PHYS 2A, 2B.

Refer to the current CSU San Marcos catalog and ASSIST at www.assist.org for additional information.

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.

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 and 2B).

*CHEM 12A and 12B are highly recommended.

For further details regarding this program, refer to the UC Davis catalog and the ASSIST website at www.assist.org.

UNIVERSITY OF CALIFORNIA, IRVINE
Bachelor of Science in Biological Sciences

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).

Once enrolled at UCI, Biological Sciences majors may take only UCI courses to satisfy the major requirements, including the Humanities 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.

*Note: 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.

For further details regarding this program, refer to the UCI catalog and the ASSIST website at 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, 4B, 4C.

UNIVERSITY OF CALIFORNIA, SAN DIEGO
Bachelor of Science in Biology (General)

Lower-division Preparation: BIO 3A, 3B, 3C; CHEM 1A, 1B, 12A, 12B; MATH 3A; PHYS 2A and 2B or 4A, 4B, 4C.

The biological sciences majors at UCSD are impacted and admissions is highly selective. A student’s best six grades from the prerequisite courses listed will be used to calculate a GPA. For additional information regarding this impacted major, students are advised to refer to the UCSD catalog and the ASSIST website at www.assist.org.

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, 4B, 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.

ALSO SEE BIOLOGICAL SCIENCES

Botany

Admission to many business programs is competitive. Students are strongly advised to complete all of the major preparation courses before transfer. Completion of major preparation and the highest possible GPA makes a student competitive.

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts in Business Administration

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 other than economics chosen from Saddleback College’s CSU General Education Certification Area D (other than economics or the courses used to fulfill the American History and American Government requirements) or select one of the following CSUF recommended courses: ANTH 2, GEOG 3, PS 4, PSYC 1, or SOC 1.

For further details regarding this program, refer to the CSU Fullerton catalog and the ASSIST website at www.assist.org.

Bachelor of Arts in International Business

Lower-division Core Requirements (see Business Administration above); and intermediate competency in one foreign language (level 3) in either Chinese, French, German, Japanese, Portuguese, or Spanish is prerequisite to a selected upper-division concentration.

Collateral Requirement: Complete at least one CSUF-approved collateral elective (see Business Administration above). Also refer to the CSUF catalog for further details regarding this program.
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.

**CALIFORNIA STATE UNIVERSITY, LONG BEACH**

Bachelor of Science in Business Administration

This is an impacted program. Refer to the CSULB catalog and ASSIST at www.assist.org for additional information.

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 (four semesters) at the baccalaureate level in 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 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; Computer Information Systems; eBusiness; Finance, Real Estate, and Law; International Business; Management & Human Resources; Marketing Management; Technology & Operations Management.)

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 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 Information Systems Concentration: CIM 7A or CS 1B or CS 4A or CS 2B and CS 4B.

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 DIEGO**

Bachelor of Science in Business Administration

This program is impacted. Refer to the following website for impaction guidelines: www.csusm.edu/impactioncba

Required Lower-division Preparation: ACCT 1A, 1B; BUS 14; CIM 1 or 10; ECON 2, 4; MATH 11; PSYC 1 or SOC 1.

**ADD** for the Accountancy/Finance Option—Accountancy Track: BUS 12.

**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 8 and 11; PHIL 15. Recommended: BUS 102 or 104.

General Education and Common Requirements: Chapman University accepts either CSU G.E. Certification or IGETC Certification. Students are advised to consult with a Saddleback College counselor regarding additional coursework that can be completed prior to transfer in fulfillment of Chapman University’s Common Requirements in quantitative reasoning, foreign language, world cultures and human diversity.

**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.).

Refer to the SDSU catalog and the ASSIST website www.assist.org for GPA requirements and further details regarding these impacted programs.

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 not required for International Business majors.

#International Business major is 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 ASSIST at www.assist.org and the SDSU catalog for more information regarding this program.

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.
**UC BERKELEY**

**Bachelor of Science in Business Administration**

*Minimum eligibility requirements for admission:* 1) Complete all prerequisite courses listed below for letter grades; 2) Complete at least seven of the nine Haas School of Business G.E.; breadth requirement courses; 3) Complete the foreign language requirement; 4) Complete at least 60 UC-transferable semester units; 5) Achieve at least a 3.9 GPA overall (or higher) competitive.

*Note:* All of the required courses must be completed by the end of the spring term prior to starting at the Haas School of Business. Admissions applications are for fall semesters only and must be filed during the initial UC application filing period.

**Lower-division Prerequisites:**

- **Business:** BUS 1
- **Computer Science:** One course from: CIM 1 or 10 or CS 1A
- **Economics:** ECON 2, 4
- **English:** ENG 1A, 1B, 25; and one UC-transferable writing or literature course (see a counselor for course selection).
- **Math:** MATH 3A required (UCB also recommends completion of MATH 3B prior to transfer.)
- **Statistics:** MATH 10

**General Education Breadth Requirements:** IGETC does NOT satisfy G.E. breadth requirements for this major. There are specific G.E. breadth course requirements in the following categories: Arts and Humanities, Biological Sciences, International Studies, Physical Sciences; Social and Behavioral Sciences; and a Foreign Language requirement.

Students are urged to contact a Saddleback College counselor, and refer to UC Berkeley’s Haas School of Business website at haas.berkeley.edu/Undergrad for further details, as well as ASSIST at www.assist.org

**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:* ECON 2, 4; ENG 1A, 1B; MATH 3A** or 11**.

*Advisory:* If no prior computer coursework has been completed, CIM 1 is recommended.

*In addition, 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 205x 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.

**The prerequisite for Saddleback’s MATH 3A is MATH 2. The prerequisite for Saddleback’s MATH 11 is MATH 8.**

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

**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. Also refer to the CSU Fullerton catalog and the ASSIST website at www.assist.org regarding both degree programs.

**CALIFORNIA STATE UNIVERSITY, LONG BEACH**

**Bachelor of Science in Chemistry**

**Lower-division Requirements:** CHEM 1A, 1B; CS 1B; PHYS 4A, 4B, 4C; MATH 3A, 3B, 3C. MATH 26 is recommended by CSULB.

Per CSULB, candidates for this program are advised to acquire competence in reading scientific German, French, Russian, Chinese, or Japanese.

**Bachelor of Arts in Chemistry**

**Lower-division Requirements:** CHEM 1A, 1B; PHYS 2A and 2B or 4A and 4B; MATH 3A, 3B.

**Bachelor of Science in Biochemistry**

**Lower-division Requirements:** CHEM 1A, 1B; BIO 3A, 3B, 3C; MATH 3A, 3B; PHYS 2A and 2B or 4A and 4B.

Refer to the CSU general education certification requirements in the introduction to this section of the catalog. Also refer to the CSULB catalog and ASSIST at www.assist.org for additional information regarding these programs.

**SANDIEGO STATE UNIVERSITY**

**Bachelor of Science in Chemistry (Applied Arts & Sciences) and Certificate of the American Chemical Society**

**Lower-division Requirements:** CHEM 1A, 1B, 12A; MATH 3A, 3B, 3C; PHYS 4A, 4B, 4C.

**Bachelor of Arts in Chemistry (Liberal Arts & Sciences) and Certificate of the American Chemical Society**

**Lower-division Requirements:** CHEM 1A, 1B, 12A; MATH 3A, 3B, 3C; PHYS 4A, 4B, 4C.

**Foreign Language Requirement for the B.A. in Chemistry:** 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 in Chemistry (Liberal Arts & Sciences)**

**Lower-division Requirements:** BIO 3A, 3B, 3C; CHEM 1A, 1B, 12A; MATH 3A, 3B, 3C; PHYS 4A, 4B, 4C.
Bachelor of Science in Child and Adolescent Development
Bachelor of Arts in Chemistry
Bachelor of Science in Chemistry
Bachelor of Science in Chemistry/Biochemistry: Chemistry

UNIVERSITY OF CALIFORNIA, SAN DIEGO
Bachelor of Science in Chemistry
*Lower-division Requirements: CHEM 1A, 1B, 12A, 12B; MATH 3A
3B, 3C; PHYS 4A and 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 rec-
commended by UCI. Students are expected to have the ability
to express ideas in written English with clarity and precision. Refer
to the UCI catalog and ASSIST at www.assist.org for more infor-
mation regarding this major.

UNIVERSITY OF CALIFORNIA, IRVINE
Bachelor of Science in Chemistry

Required Lower-division Courses: CHEM 1A, 1B, 12A, 12B; MATH
3A, 3B, 3C, 24; PHYS 4A, 4B, 4C.
Refer to the UCLA catalog and ASSIST at www.assist.org for more
information regarding this major.

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Bachelor of Science in Chemistry/Biochemistry: Chemistry

Required Lower-division Courses: CHEM 1A, 1B, 12A, 12B; MATH
3A, 3B, 3C, 24; PHYS 4A, 4B, 4C.
Refer to the UCSD catalog and ASSIST at www.assist.org for more
information regarding this major.

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/admis-
sion

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 can apply a maximum of 12 units of
lower-division coursework toward the major, but no upper-division
credit is given for any lower-division coursework. Refer to the CSUF
catalog and the ASSIST website at www.assist.org for further details regarding program requirements.

Lower-division Preparation: CDES 118 (formerly HD 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 gen-
eral biology, general sociology, and general psychology.

Note: Students interested in elementary teaching should refer to
the Liberal Studies major example in this catalog for specific
requirements.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
ALSO SEE FAMILY AND CONSUMER SCIENCES

CALIFORNIA POLYTECHNIC STATE UNIVERSITY,
SAN LUIS OBISPO
Bachelor of Science in Child Development

Lower-division Major Courses: PSYC 7.
Lower-division Support Courses: FN 50; PSYC 1. MATH 10 recom-
manded.

Students are advised to refer to Cal Poly SLO’s catalog for details
regarding this program.

General Education and Breadth: See California State University
general education certification or the Intersegmental General
Education Transfer Curriculum (IGETC) sections in this catalog.

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; CDES 120 (for-
merly HD 101); MATH 10; PSYC 1, 7; SOC 1, 10, 15

General education: Refer to CSUF certification requirements in the
introduction to this section of the catalog.

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.

Chiropractic (pre-Chiropractic)

CLEVELAND CHIROPRACTIC COLLEGE

Lower-division Preparation: BIO 11, 12; CHEM 1A, 1B, 12A, 12B;
ECON 2; ENG 1A, 1B; 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

LIFE CHIROPRACTIC COLLEGE WEST

Lower-division Preparation: ANTH 2; BIO 11, 12; CHEM 1A, 1B,
12A, 12B; ENG 1A; HUM 1; PHIL 1, 15; PHYS 2A, 2B; PSYC 1;
SOC 1; SP 1.

Life Chiropractic College West requires a minimum of 90 bacca-
laureate-level semester units prior to entry. Students must have
earned a minimum 2.50 GPA on a 4.0 scale and the GPA will be cal-
culated using only the specified prerequisite courses. Transcripts
from all colleges and universities must be submitted. No grade
less than 2.0 on a 4.0 scale in the sciences are acceptable. For
additional information regarding program requirements, contact
Life Chiropractic College West at (510) 780-4600, or refer to their
website at www.lifewest.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 (626) 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 Communication 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 specific 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.

Also refer to the CSUF catalog and the ASSIST website at www.assist.org for additional information regarding these programs.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Bachelor of Arts in Journalism

Lower-division Preparation for the following options:
Broadcast Journalism: CA 1 or JRN 1, 2; SP 35 or TA 35
Journalism Education: CA 1 or JRN 1, 2.
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.

Per the CSULB catalog, students in journalism production courses must be familiar with at least one established word processing program and be able to word process at least 40 words per minute.

SADDLEBACK COLLEGE CATALOG 2005/06

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112 www.saddleback.edu

SADDLEBACK COLLEGE CATALOG 2005/06

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Refer to the CSULB catalog and ASSIST at www.assist.org for additional information and selection criteria for this major.

General education: Refer to CSU G.E. certification requirements.

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.

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.

ALSO SEE RADIO/TELEVISION/FILM

Computer Science

CALIFORNIA STATE UNIVERSITY, FULLERTON

Bachelor of Science in Computer Science

Lower-division Core: CS 2B, 3B; CIM 172.

Requirements in Related Fields:

Mathematics Requirement: MATH 3A, 3B.

Physical Science: 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 Science: BIO 20.

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; 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.

Refer to the CSULB catalog and ASSIST at www.assist.org for additional information regarding these programs.

General Education: Refer to CSU G.E. certification requirements.
SAN DIEGO STATE UNIVERSITY
Bachelor of Science in Applied Arts and Sciences - Computer Science
Lower-division Preparation: CS 1B, 2B, 3A, 3B; MATH 3A, 3B, 10, 26; and select one sequence from the following: PHYS 4A and 4B; or CHEM 1A and 1B; or *BIO 3A-3B-3C. (*BIO sequence/courses must be completed prior to transfer if selected).

Students should refer to the SDSU catalog and the ASSIST website at www.assist.org for information on selection criteria and GPA requirements for this impacted major.

General Education: Refer to CSU G.E. certification requirements.

UNIVERSITY OF CALIFORNIA, IRVINE
Bachelor of Science - Computer Science
Lower-division Requirements: CS 1A and 2B and 4A and 4B (students must complete all four of the preceding courses to receive credit for UCI’s I&C SCI 21-22 sequence); CS 3A and 3B (required to receive credit for UCI’s I&C SCI 51); and MATH 3A, 3B, 26; and select one sequence from: BIO 3A and 3B or CHEM 1A and 1B or PHYS 4A and 4B or PHYS 4A and 4C.

Bachelor of Science - Information and Computer Science
Lower-division Requirements: CS 1A and 2B and 4A and 4B (students must complete all four of the preceding courses to receive credit for UCI’s I&C SCI 21-22 sequence); CS 3A and 3B (required to receive credit for UCI’s I&C SCI 51); and MATH 3A, 3B, 26.

Per UCI, preference is given to junior-level applicants with the highest grades overall. Transfer students entering this major will be expected to have knowledge of Java. Lower-division requirements listed above should be completed prior to transfer.

Refer to the UCI catalog and the ASSIST website at www.assist.org for further details regarding both majors. Information regarding UCI G.E. breadth requirements is available in Saddleback’s Counseling Services office or refer to ASSIST at www.assist.org.

UNIVERSITY OF CALIFORNIA, LOS ANGELES
(Refer to the Engineering section for UCLA's transfer pattern example for Computer Science)

UNIVERSITY OF CALIFORNIA, SAN DIEGO
Per UCSD, Computer Science and Engineering (CSE) majors are highly impacted and subject to specific screening criteria. For details regarding program requirements and GPA, refer to the UCSD catalog, and the ASSIST website at www.assist.org.

Bachelor of Arts in Computer Science
Lower-division Preparation: CS 2B, 3A and 3B, 4A, 4B; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C.

Bachelor of Science in Computer Science
Lower-division Preparation: CS 2B, 3A and 3B, 4A, 4B; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C; and select BIO 3A and 3B or BIO 20 or CHEM 1A.

Bachelor of Science in Computer Engineering
Lower-division Preparation: CS 2B, 3A and 3B, 4A, 4B; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C.

Criminal Justice

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.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Criminal Justice
Preparation for the Major: HS 37.

Saddleback’s HS 37 will be accepted for CSULB’s lower-division core prerequisite CRIM 101. 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. 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. These courses cannot be substituted for upper-division criminal justice courses. For additional information regarding this impacted program, students should refer to ASSIST at www.assist.org, the CSULB catalog, and contact CSULB’s Criminal Justice department.

SAN DIEGO STATE UNIVERSITY
Bachelor of Science—Criminal Justice Administration Major
Preparation for the Major: HS 119; MATH 10; PS 1; SOC 1 and 2.

The Criminal Justice Administration major is designated as an impacted program, and specific regulations related to admissions are imposed. Students are advised to refer to the SDSU catalog, the ASSIST website at www.assist.org and contact SDSU’s department of Criminal Justice for more information on specific regulations and admissions criteria. General education requirements should be completed prior to transfer.

Dance

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts in Dance
Lower-division Requirements: DANC 53*, 55* or 56*.

Electives: With the approval of a CSUF departmental advisor students are to complete a minimum of eight elective units, including at least one course from each category below:

Category I: ART 20; CIM 112; DANC 59*, 61*, 62*; MUS 20; TA 1, 20

Category II: TA 42.

*Each course listed must be taken for at least 2 units. Refer to the CSUF catalog and the ASSIST website at www.assist.org for further information regarding this program.

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

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts—Dance (Degree in Liberal Arts & Sciences)
Bachelor of Fine Arts—Dance (Applied Arts & Sciences)
Lower-division Preparation for both programs: DANC 9, 10, 64; and BIO 11. DANC 11 recommended.

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).
Entrance and placement auditions are required for both degree programs. Students are advised to consult with an SDSU program advisor in the School of Music and Dance. Refer to the SDSU catalog for details regarding selection and admissions requirements for these programs.

General Education: Refer to CSU G.E. certification requirements.

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: 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 number 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 90A-B-C, Dance History sequence); and one course selected from: DANC 60 or 61 or 65.

ADD for BFA Choreography & Performance Specialization: TA 41 and four units of UC-transferable coursework from: Art History, Drama, Music or Studio Art not already required for this major.

Information regarding UCI G.E. breadth requirements, or the IGETC, are available in Saddleback’s Counseling Services office or ASSIST 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.

SPIRITUAL & 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 5.

HEALTH & WELLNESS: Select one course from: FN 50, 161, or 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 School of Dentistry at (909) 558-4621 for further information regarding admissions requirements for 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., Cerritos College and Cypress College).

DENTISTRY (Pre-Dental)

There are five dental schools in California and admissions requirements vary and are very competitive: UC Los Angeles; UC San Francisco; 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. Refer to the specific dental school catalog/bulletin and website for details regarding program and admissions requirements. Additional information on dental schools can be obtained from the American Dental Education Association website: www.adea.org

Candidates selected for admission to dental schools have generally completed three or four years of a rigorous pre-dental program. Students are advised to make normal progress toward a bachelor’s degree. 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:
CHM 1A, 1B, 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 intended transfer institution.

Design

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Interior 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.

Lower-division Preparation: ART 25, 26; ID 123 and 133. Note: Students are advised to consult with a CSULB program advisor regarding selection of elective courses. Refer to the CSULB catalog for further details regarding program requirements.

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; CIM 1; ENG 1A, 1B; FN 50, 110, 171; PSYC 1; SOC 1; SP 5.
Food Science Option: BIO 12, 15; CHEM 1A, 1B; ENG 1B; FN 50, 110; PHYS 9A; 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; ENG 1A; FN 50, 110, 171; MATH 10; PHIL 12 or ENG 1B, PHIL 15; PSYC 1 or SOC 1; 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 108; MATH 10; PSYC 1; SOC 1. FN 50 is recommended.
Refer to the SDSU catalog and ASSIST at www.assist.org for further details regarding program requirements for this impacted major.
General Education: Refer to the general education certification requirements listed in the introduction to this section of the catalog.

Economics
ECON 2, 4; MATH 3A or (8 and 11), 10.

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 CSUF’s ECON 440 after transfer.
*Select an additional social science course other than ECON 2 or 4 to satisfy CSU G.E. Requirements.
See the CSUF catalog and ASSIST at www.assist.org for additional information regarding program requirements.
General Education: Refer to California State University general education requirements in this catalog.

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 1; HIST 62, 63; 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.

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).
Refer to the SDSU catalog and the ASSIST website at www.assist.org for further information regarding this impacted program.

Bachelor of Arts in Liberal Arts and Sciences – Emphasis in International Economics
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 4 or higher is required. (Examples: FR 4, GER 4, SPAN 4, at Saddleback College). Note: This is one language level higher than required for the B.A. in Economics program listed above.
Refer to the SDSU catalog and the ASSIST website at www.assist.org for details regarding this impacted program.
General Education: Refer to California State University general education requirements in this catalog for both majors.

UNIVERSITY OF CALIFORNIA, IRIVNE
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 or SOC 1; and One additional social science course from the following, which may include introductory social science courses not taken above: ANTH 1, 2, 3, 4, 6, 7, 8, 9, 10, 13, 14, 15, 20, 21; CCS 1, 2; ECON 1, 20; ENV or ECON 6; GEOG 1, 2, 3, 38; PS 1, 4, 10, 11, 12, 14, 17, 21, 61, 75, 80; PSYC 1, 2, 3, 7, 16, 21, 30, 35, 37; SOC 1, 2, 4, 5, 6, 10, 15, 20, 21, 25, 30.
Refer to the UC Irvine catalog or ASSIST at www.assist.org for further details regarding this major.

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Bachelor of Arts in Economics
*Lower-division Preparation: ECON 2, 4; ENG 1B; MATH 3A, 3B.
*This major is highly selective. Per UCLA, all preparatory courses should be completed by the Spring term prior to transfer. Per the UCLA catalog, replication of more than one preparation course or of any preparation course more than once will result in automatic denial of admission to the major. After transfer to UCLA students cannot change their major to Economics if they were originally admitted to another major. Refer to the UCLA catalog and ASSIST at www.assist.org for details.
Bachelor of Arts in Business Economics
*Lower-division Preparation: #ACCT 1A and 1B; ECON 2, 4; ENG 1B; MATH 3A, 3B.
#Per the UCLA catalog (elementary financial accounting and managerial accounting).
*This major is highly selective. Per UCLA, all preparatory courses should be completed by the Spring term prior to transfer. Per the UCLA catalog, repetition of more than one preparation course or of any preparation course more than once will result in automatic denial of admission to the major. After transfer to UCLA students cannot change their major to Business Economics if they were originally admitted to another major. Refer to the UCLA catalog and ASSIST at www.assist.org for details.

UNIVERSITY OF CALIFORNIA, RIVERSIDE
Bachelor of Arts in Economics
Economics Major: ECON 2, 4; MATH 3A, 3B.
Economics/Administrative Studies Major: ACCT 1A; BUS 1; CIM 1 or CS 1A; ECON 2, 4; MATH 3A or (8 and 11), 10.
Economics/Law and Society Major: ECON 2, 4; PHIL 12; PSYC 2.
Bachelor of Arts in Business Economics

Lower-division Requirements: ACCT 1A, 1B; ECON 2, 4; MATH 3A, 3B.

In addition to lower-division requirements listed above, UCR recommends completion of the Intersegmental General Education Transfer Curriculum (IGETC). Refer to the UCR catalog, and ASSIST at www.assist.org for further information.

UNIVERSITY OF CALIFORNIA, SAN DIEGO
Bachelor of Arts in Economics

This major is designed to provide a broad understanding of resource-allocation and income-determination mechanisms. Both the development of the tools of economics analysis and their applications to contemporary problems and public policy are stressed.

Lower-division Requirements: ECON 2, 4; MATH 3A, 3B, 3C.

Bachelor of Arts in Economics: Management Science

This major builds on a set of related quantitative methods for optimal allocation of scarce resources, and introduces students to the structure of these techniques and their application in both private and public enterprise.

Lower-division Requirements: ACCT 1A; ECON 2, 4; MATH 3A, 3B, 3C, 26.

Transfer students are strongly advised by UCSD to complete preparatory courses prior to transfer for both programs. Refer to the UCSD catalog and ASSIST at www.assist.org for additional information regarding these majors.

Education—Teaching

ELEMENTARY EDUCATION

Education is not an acceptable undergraduate major for a California Teaching Credential. Prospective elementary teachers may elect to choose a single-subject academic major, but students will be required to take the state-approved California Subjects Examination for Teachers (CSET). 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. Refer to the Liberal Studies major preparation in this section of the catalog for examples of appropriate courses to take for CSET preparation. Because of new legislation, the recommended coursework for CSET preparation will be changing. Students are advised to keep in contact with a Saddleback College counselor for any updates.

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 courses, 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 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 school 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 Mechanical Engineering

Required Foundation Courses in Math & Science for Majors Listed: CHEM 1A; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B.

Engineering Core Courses for Majors Listed: DR 23; ENGR 31, 33.

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.

Refer to the CSUF catalog, and ASSIST at www.assist.org for further information regarding these programs.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science (Majors Listed Below)

Aerospace Engineering: CHEM 1A; ENGR 31; MATH 3A, 3B, 3C; PHYS 4A, 4B. Recommended: CS 1B; ENGR 33.

Chemical Engineering: BIO 15; CHEM 1A, 1B; ENGR 31, 33; MATH 3A, 3B, 3C; PHYS 4A, 4B. Recommended: CS 1B.

Civil Engineering: BIO 15 or 20; CHEM 1A; 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; ENG 1A; ENGR 33; MATH 3A, 3B, 3C; PHYS 4A, 4B, 4C.

Engineering: Option in Biomedical & Clinical Engineering: BIO 12; CHEM 1A; CS 1B; ET 114; ENGR 33; ENG 1A; MATH 3A, 3B, 3C; PHYS 4A, 4B, 4C.

Mechanical Engineering: CHEM 1A; ENGR 31, 33; MATH 3A, 3B, 3C; PHYS 4A, 4B. Recommended: CS 1B

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
Bachelor of Science in Civil Engineering

Lower-division Support Courses: CHEM 1A*; CS 1B; ENGR 31, 33; GEOL 1; MATH 3A*, 3B*, 3C; PHYS 4A*, 4B, 4C.

Bachelor of Science in Computer Engineering

Lower-division Support Courses: CHEM 1A*; CS 1B; ENGR 31, 33; GEOL 1; MATH 3A*, 3B*, 3C; PHYS 4A*, 4B, 4C.

Bachelor of Science in General Engineering

Lower-division Major Courses: CS 1B; ENGR 31, 33.
Bachelor of Science in Electrical Engineering

Lower-division Major Courses: ENGR 31, 33.

Lower-division Support Courses: CHEM 1A; CS 1B or CS 4A or CIM 7A; MATH 3A*, 3B*, 3C; PHYS 4A*, 4B, 4C.

*Courses 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 (recommended); MATH 3A, 3B, 3C, 24; ENGR 31, 33; PHYS 4A, 4B, 4C.

Civil Engineering: CHEM 1A; ENGR 31, 33 (recommended); MATH 3A, 3B, 3C, 10, 24; PHYS 4A, 4B.

Computer Engineering: CS 1B, 2B, 3A*, 3B*; ENGR 33; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B.

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.

Mechanical Engineering: ENGR 31, 33; MATH 3A, 3B, 3C, 24; PHYS 4A, 4B, 4C. Recommended: CHEM 1A

*Both courses marked with an (*) must be taken to receive credit for SDSU course equivalency.

UNIVERSITY OF CALIFORNIA, IRVINE

Bachelor of Science (Engineering majors listed below)

Lower-division Requirements:

Engineering (General): CS 1B; CHEM 1A, 1B; ENGR 31, 33; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C.

Civil Engineering: CHEM 1A; CS 1B; ENGR 31; MATH 3A, 3B, 3C, 24, 26; PHYS 4A; select one course from CHEM 1B or PHYS 4B; and select one course from: BIO 3A, 3B; GEOL 1, 5, 7; MS 2, 20; PHYS 4C.

Computer Engineering: CS 1B, 1C, 4A, 4B; ENGR 33; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C.

Electrical Engineering: CHEM 1A; CS 1B; ENGR 33; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C.

Environmental Engineering: BIO 3B; CHEM 1A, 1B, 12A; CS 1B; DR or ARCH 51; ENGR 31; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C.

Mechanical Engineering: CHEM 1A, 1B; CS 1B; DR or ARCH 51; ENGR 31, 33; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C.

*Lower-division Requirements: CHEM 1A; CIM 1; DR 3 or 50 or ARCH 50; MATH 10; PHYS 2A and 2B. Recommended: MATH 3A.


Bachelor of Science in Electronics and Computer Technology

*Lower-division Requirements: CHEM 1A; CIM 1; CS 1B; DR 23 or 50 or ARCH 50; 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.

Engineering Technology

Engineering technology is that part of the technological field which requires the application of scientific and engineering knowledge and methods combined with skills in support of engineering activities; it lies in the occupational spectrum between craftsman and the engineer at the end of the spectrum closest to the engineer.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Bachelor of Science in Engineering Technology

The Engineering Technology program at CSULB offers the following options: Environmental Technology, Manufacturing Technology, and Quality Assurance Technology.

*Lower-division Requirements: CHEM 1A; CIM 1; DR 23 or 50 or ARCH 50; MATH 10; PHYS 2A and 2B. Recommended: MATH 3A.
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; ENGR 31; ET 130; PHYS 2A and 2B. Recommended: CS 1B; DR 100, 102, 120.

For the Engineering Technology Environmental program: ADD: BIO 15 and CHEM 1B.

Refer to the Cal Poly Pomona catalog and ASSIST at www.assist.org regarding this program.

English

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts English

*ENG 1A and a maximum of 12 units from the following courses may be selected. At least 30 units must be upper-division coursework after transfer to fulfill the 42 units required for the major. Students are urged to consult with a faculty advisor in the Department of English and Comparative Literature at CSUF.

*Lower-division Preparation: ENG 15A, 15B, 17A, 17B, or other transferable courses selected with CSU Fullerton advisor approval.

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, Rhetoric and Composition, Literature.

Creative Writing Option: ENG 1B and 25, 4 or 5, 17A and 17B.

English Education/Single Subject Teaching Credential Option: ENG (15A or 15B), (17A or 17B), 44; select one course from: ENG 21B, 27B, TA 25 or 26; SP 1; TA 20. Refer to the CSULB catalog for information on the available emphases for this program and other coursework requirements after transfer.

Language/Linguistics Option: ENG 1B and 25, 17A or 17B.

Literature Option: ENG 1B and 25, 17A and 17B.

Rhetoric and Composition Option: ENG (1B and 25), 15A, 15B, 17A, 17B.

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; and one course from: ENG 21A, 21B, 25; and 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).

General Education: 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; AND

Two years in a single language other than English at university level (or equivalent): French, German, Italian, 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; CDES 110 (formerly HD 110) or CDES 123 (formerly HD 104), 111 (formerly HD 120); PSYC 1.

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 or HIST 62; BUS 31 or FASH 31; CHEM 1A or 120; CIM 1; ECON 2, 4; FASH 101, 110, 140, 160; PSYC 1; SOC 1 or SOC 2 or ANTH 2.

Textiles and Clothing Option:

Lower-division Major Requirements: Art 25 or HIST 62; BUS 31 or FASH 31; CHEM 1A or 120; ECON 2, 4; FASH 101, 110, 130, 140, 160; PSYC 1; SOC 1 or SOC 2 or ANTH 2.

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.
Recommended Electives: FR 20, 21; GER 21; SPAN 20A, 20B, 21A, 21B.

+CSUF Notes: 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). HIST 62 and 63 are recommended. For the Spanish major, at least one year of a second foreign language at the college level is required for all options. CSULB offers five unique options with the Spanish major. Refer to the CSULB catalog for further details regarding program requirements.

For further information regarding these majors, refer to the CSUF or CSULB catalogs and ASSIST at www.assist.org General Education: California State University general education requirements are listed in the introduction to this section of the catalog.

UNIVERSITY OF CALIFORNIA, IRVINE
Bachelor of Arts in French, German, or Spanish

Note: In fulfillment of the requirements below, a single course may be used only once.

Lower-division Requirements for the Major: Select one foreign language sequence from: FR 1-4; GER 1-4; SPAN 1-4 and 6.* (*SPAN 6 at Saddleback is equivalent to UC Irvine’s Spanish 10A only) 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

Geography

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts in Geography

Lower-division Preparation: GEOG 1, 2, 3. Recommended: GEOG 1L.
Refer to the CSUF catalog, and ASSIST at www.assist.org for additional information regarding this program.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Science in Geography-General Geography (Liberal Arts & Sciences)

Lower-division Preparation: GEOG 1 and 1L, 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).

A minor in another department approved by an SDSU advisor will be required for the General Geography major. Refer to the SDSU catalog and ASSIST at www.assist.org for further information regarding this program.

San Diego State University
Bachelor of Science in Geology

Five emphases are offered: General Geology, Petroleum Geology, Stratigraphy/Sedimentology, Geochemistry/Mineralogy-Petrology, and Structural Geology/Tectonics.

Lower-division Core Requirements for All Emphases: BIO 20; CHEM 1A, 1B; GEOL 1, 1L, 2; MATH 3A, 3B; PHYS 4A, 4B.

ADD course(s) to the core for the following emphases:
General Geology: Six units of elective courses approved in advance by CSULB advisor (normally courses are at upper-division level).
Petroleum Geology: MATH 3C.
Geochemistry/Mineralogy-Petrology: MATH 3C.
Structural Geology/Tectonics: MATH 3C.

General Education: California State University general education requirements are listed in the introduction to this section of the catalog.

San Diego State University
Bachelor of Science - Geological Sciences

Lower-division Preparation for Options/Emphases:
Engineering Geology Emphasis: 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. Recommended: GEOL 1, MS 20.
Geochemistry Emphasis: BIO 20; CHEM 1A, 1B, 12A; GEOL 6; MATH 3A, 3B, 10; PHYS 4A, 4B, 4C. Recommended: GEOL 2 and MATH 3C.

Geophysics Emphasis: BIO 20; CHEM 1A, 1B; GEOL 6; MATH 3A, 3B, 3C; PHYS 4A, 4B, 4C. Recommended: GEOL 2.
Hydrogeology Emphasis: BIO 20; CHEM 1A, 1B; GEOL 2, 6; MATH 3A, 3B, 3C or CHEM 12A, 10; PHYS 4A, 4B, 4C.

Marine Geology Emphasis: BIO 20; CHEM 1A, 1B; GEOL 2, 6; MATH 3A, 3B, 3C; PHYS 4A, 4B, 4C. Note: A foreign language is recommended for this emphasis. Refer to the SDSU catalog for details.

Paleontology Emphasis: BIO 3A, 3B, 3C; CHEM 1A, 1B; GEOL 2, 6; MATH 3A; PHYS 2A and 2B.

Refer to the SDSU catalog, and ASSIST at www.assist.org for additional information regarding these programs.
UNIVERSITY OF CALIFORNIA, RIVERSIDE

Bachelor of Science in Geology

General Geology Option; Geobiology Option; Geophysics Option:

Lower-division Preparation for all options noted above: BIO 3C; CHEM 1A, 1B; GEOG 1 and 1L; GEOL 1, 2, 6; MATH 3A, 3B; PHYS 4A-4B-4C sequence.

For the Geobiology Option ADD: BIO 3A, 3B.
For the Geophysics Option ADD: MATH 24.

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-4C sequence.

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

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 108; PSYC 1; SPAN 1.

Refer to the CSUF catalog and ASSIST at www.assist.org for additional information regarding this program.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Bachelor of Science in Health Science

Lower-division Preparation for Options:

Radiation Therapy (Preprofessional) Option—Lower-division Prerequisites: BIO 11, 12, 20; CIM 1; ENG 1B; PHYS 2A and 2B. Note: This option is an impacted program. Refer to CSULB catalog for details regarding selection criteria. Students are also advised to contact a CSULB program advisor.

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 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. Refer to the CSULB catalog for details regarding certification/license and other admissions requirements for this option.

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, BERKELEY

Bachelor of Arts in History

Lower-division Requirements for the Major:

Select one course from each of the following four areas:

1) United States: HIST 16 or 17
2) Europe/Western Civilization: HIST 4 or 5
3) Asia, Africa or Latin America: HIST 30, 70, 71, 72, 75, 80
4) Elective: Select an additional course from any of the above areas other than a course previously taken to fulfill requirements.

UCB recommends that students complete lower-division requirements prior to transfer. IGETC must be completed by the end of the spring term that preceeds fall enrollment at UC Berkeley. Refer to the UCB catalog and ASSIST at www.assist.org for additional 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
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, 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, 5, 62, 63; and select two courses from:*HIST 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 20, 21, 22, 25, 27, 28, 30, 32, 33, 40, 41, 61, 70, 71, 72, 74, 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.)

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, IRVINE
Bachelor of Arts in Humanities

This is an example of an interdisciplinary-studies major. Students are advised to consult with a UCI Humanities advisor in planning a program.

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, 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

UNIVERSITY OF CALIFORNIA, FULLERTON
Bachelor of Science in Human Services

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

Note: For transfer students who have completed an approved Alcohol and Drugs (CAADE-accredited program) or Eating Disorder Certificate Program at local community colleges, the CSUF Human Services program will accept up to eighteen (18) units of transfer credit for majors in the program. Students must show evidence of having completed the certificate program before transfer credit will be accepted. Students who have not completed the certificate program may apply a maximum of twelve (12) units of related coursework in human services or related fields toward the total of 54 units.

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

Human Services
Sample Alcohol and Drugs Certificate Courses: HS 170, 171, 172, 175, 182.
Sample Eating Disorders Certificate Courses: HS 181, 184, 185.
Referred to the CSUF catalog and ASSIST at www.assist.org for additional information regarding this program.
General Education: See the general education certification requirements listed 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 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 prior to progress in the sequence of study. Refer to the CSULB catalog for further details regarding program requirements for this impacted major.
Lower-division Preparation: ART 25, 26; ARCH 124A; ID 116, 121, (123 and 133), 127. 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
Students are advised to refer to the SDSU catalog, and the ASSIST website at www.assist.org for details regarding transfer requirements for this impacted program.
Lower-division Preparation: ART 25, 26, 40, 41, 80, 81. Additional lower-division preparation is required after transfer.
Recommended: ID 110, 112 and 121 are recommended, but credit toward the major is subject to SDSU portfolio review.
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.
General Education: Refer to the general education certification requirements listed in the introduction to this section of the catalog.

ALSO SEE 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 26).
- 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 Competency 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*; PPE 3*; 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; MATH 8; PHYS 2A* and 2B; PSYC 1*; Electives: students can select 18 units (minimum 6 units from KIN courses at CSULB after transfer) recommended courses at Saddleback College: BIO 3A, 3B, 3C, 20; FN 50. Applicants to this program will be required to have proof of current First Aid or CPR certification.
Bachelor of Science in Kinesiology - Option in Kinesiotherapy
Lower-division Preparation: BIO 11*, 12*; HLTH 2; PSYC 1*; and (PER CSULB, PSYC 2 must be completed with a grade of “B” or better); and six 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. Applicants to this program will be required to have proof of current First Aid or CPR certification.
 (*CSULB screening criteria equivalencies for these impacted programs).
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
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 3B, 3C, 11; CHEM 1A; MATH 10; PE 4 or 5; PHYS 2A; PPE 3; PSYC 1, 3, SOC 1.
Fitness, Nutrition & Health Emphasis:
Lower-division Preparation: BIO 11, 20; CHEM 108; 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 will also be required. Students are advised to contact SDSU for further information regarding this program.

Lower-division Preparation: BIO 11, 20; MATH 10; PPE 3; PSYC 1; SOC 1.

Pre-Physical Therapy-Kinesiotherapy Emphasis:
Lower-division Preparation: BIO 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 3B, 3C, 11, 15; CHEM 1A, 1B; MATH 10; PE 4 or 5; PHYS 2A, 2B; PPE 3; PSYC 1, 3; SOC 1.

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 English major is highly recommended. 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

The course information listed for the following CSU Liberal Studies program examples will be changing due to new legislation mandates for Elementary Teacher education programs. Students interested in these programs are advised to keep in contact with a Saddleback College counselor and their intended transfer campus for any updates, as this information was not available at the time of catalog publication.

CALIFORNIA STATE UNIVERSITY, FULLERTON
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 Humanics 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 Humanics 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 Humanics Membership application;
- Complete an interview with the American Humanics Coordinator;
- Actively participate in the American Humanics Student Association (AHSA), and attend at least one retreat;
- Attend at least one American Humanics Management Institute (AHMI) conference.

Lower-division Preparation for the Thematic Plan: HIST 4 or 5; ENG 21A or 21B. Students should also consult with a CSUF 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).

Lower-division Preparation for Elementary Education: Completion of the CSU General Education certification pattern, or the CSU IGETC pattern including the following courses: BIO 20; Critical Thinking/ENG 1B (preferred); select one course from: ENG 15A, 15B, 17A, 17B, 21A, 21B or 25; GEOG 3; HIST 4 and 16 and 32; PS 1; PSYC 1; and any two PE activity courses for a minimum of two units.

Additional information is also available on CSUF’s Center for Careers in Teaching (CCT) website www.fullerton.edu/ccct

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 will be required to take the state-approved California Subjects Examination for Teachers (CSET). Because of new legislation, the recommended coursework for CSET preparation will be changing. No coursework may be taken for “credit/no credit”.

Track I - Lower-Division Preparation:

Area I: Language Studies:
- English Composition: ENG 1A
- Oral Communication: SP 1
- Intro to Literature (select one): ENG 15A, 15B, 17A, 17B, 21B or 25
- Children’s Literature: ENG 142

Area II: Mathematics:
- CSULB requires a mathematics sequence for elementary teachers and additional math coursework to be taken after transfer. (A general education mathematics course must be completed prior to transfer. MATH 7 at Saddleback College is recommended.)
Area III: Natural Sciences:
BIO 20; GEOL 1; and a physical science course to be taken at CSULB after transfer.

Area IV: History and Social Sciences:
ANTH 2; GEOG 3; HIST 4, 16; PS 1

Area V: Arts and Humanities:
Select one course from: TA 20, 25, or 26; and select one course from: PHIL 1 or 15. Additional coursework will be required after transfer.

Area VI: Learning and Well-Being:
Critical Thinking: ENG 1B
Psychology: PSYC 1
Note: In addition, one health science course, one physical education course, and a computer applications course will be required after transfer.

**Track II Liberal Studies Program:**
The Track II Liberal Studies Program at CSU Long Beach is designed for those individuals who seek a rich, nonspecialized, multidimensional, and cross-disciplinary course of study as a foundation for lifelong world citizenship and a wide range of academic and career opportunities. Interested students should contact a CSULB academic advisor for additional information regarding this program.

Students are advised to refer to the CSU Long Beach catalog, and consult a Saddleback College counselor as well as an academic advisor at CSULB for more information regarding both CSULB Liberal Studies programs.

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS**

**Bachelor of Arts in Liberal Studies (Elementary Education-CSET Preparation)**

Students will be required to take the state-approved California Subjects Examination for Teachers (CSET).

**Recommended Lower-division Preparation for the Major:**
1. Composition 3 units ENG 1A
2. Critical Thinking 3 units ENG 1B or 170
3. Speech 3 units SP 1
4. Physical Science 3 units PHYS 20
5. Life Science 3 units BIO 20
6. Earth Science 3 units GEOL 20
7. Mathematics 3 units #See a counselor
8. Arts 3 units DANC 64 or TA 20
9. Studio Art 3 units Take at CSUSM
10. Syntax and Grammar 3 units Take at CSUSM
11. Foreign Language 3 units Select one: FR 2, GER 2, JA 2, SPAN 2, SL 2

*Students may take a proficiency test*

12. Literature 3 units Select one: ENG 21A, 21B, 25
13. Geography 3 units GEOG 3
14. World History 3 units HIST 4
15. US History 3 units HIST 16
16. US/CA Government 3 units PS 1
17. Developmental Psych 3 units PSYC 7
18. PE for Elem Teachers 3 units Take at CSUSM
19. Math for Elem Teachers 3 units Take at CSUSM

#Students are advised to see a counselor for additional coursework required which is not offered at Saddleback College. Courses needed are taught at other community colleges in Orange and San Diego counties.

**SAN DIEGO STATE UNIVERSITY**

**Bachelor of Arts Degree in Applied Arts and Sciences - Liberal Studies Major**

Students will be required to take the state-approved California Subjects Examination for Teachers (CSET). No coursework may be taken for "credit/no credit".

**Foreign Language Requirement:** Three years of a single foreign language in high school; or 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.

**Recommended Lower-division Preparation for the Major:**
1. Composition 3 units ENG 1A
2. Critical Thinking 3 units ENG 1B
3. Speech 3 units SP 1
4. Literature 3 units GEOL 2A, 2B or 25
5. Mathematics 6 units See a counselor
6. Life Sciences 4 units BIO 20
7. Physical/Earth Science 3-4 units GEOL 20
8. Laboratory 3 units From category 6 or 7
9. Global Perspective 3 units GEOG 3
10. Western or World Civ. 3 units HIST 4
11. History 6 units HIST 16 and 17
12. Music 3 units See a counselor
13. Art/Dance/Drama 3 units ART 20, TA 25 or 26
14. Values & Ethics 3 units PHIL 10, 15
15. Physical Education 3 units Take at CSUSM
16a Individual Perspective 3 units PSYC 1
16b Child Development 3 units PSYC 7

*SDSU course review and approval pending at time of catalog publication deadlines.

### Students must see a counselor for additional coursework required which is not offered at Saddleback College. Courses needed are taught at other community colleges in Orange and San Diego counties.

**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.

**CALIFORNIA STATE UNIVERSITY, LONG BEACH**

**Bachelor of Science in Marine Biology**

**Required Preparation:** BIO 3A, 3B, 3C; CHEM 1A, 1B; MATH 3A, 3B; PHYS 2A and 2B.

Refer to the CSULB catalog and ASSIST at www.assist.org for further information.

**SAN DIEGO STATE UNIVERSITY**

**Bachelor of Science in Applied Arts and Sciences - Emphasis in Marine Biology (Biology)**

**Required Preparation:** BIO 3A, 3B, 3C; CHEM 1A, 1B, 12; MATH 3A; PHYS 2A and 2B.

Refer to the SDSU catalog for details regarding this major.

**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.

**ALSO SEE BIOLOGICAL SCIENCES OR OCEANOGRAPHY**
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, Civil Engineering, Computer Science, Economics, Information Systems & Decision Sciences (ISDS), Mathematics, Physics. Applicable lower-division preparation can be completed at Saddleback College for the following cognates.

Chemistry Cognate: CHEM 1A and 1B.

Civil Engineering Cognate: ENGR 31.

Computer Science Cognate: CIM 172A and CS 2B.

Economics Cognate: ECON 2 and 4.

Information Systems/Decision Sciences Cognate: (no lower-division courses)

Management Cognate: (no lower-division courses)

Physics Cognate: PHYS 4A, 4B and 4C.

Refer to the CSUF catalog or ASSIST at www.assist.org for further information.

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.

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

SAN DIEGO STATE UNIVERSITY
Bachelor of Arts in Mathematics

Lower-division Preparation: CS 1B; 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).

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 1A or 1B 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.

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Bachelor of Science in Mathematics

Lower-division Preparation: CIM 6A; MATH 3A, 3B, 3C, 24, 26; PHYS 4A; and two additional courses from: CHEM 1A or 1B; PHYS 4B, 4C.

Refer to the UCLA catalog and the ASSIST website at www.assist.org for additional information regarding this major.

UNIVERSITY OF CALIFORNIA, SAN DIEGO
Bachelor of Arts in Mathematics: Applied Mathematics

Lower-division Preparation: CS 1B or (CS 4A and 4B); MATH 3A; 3B; 3C, 24, 26.

Refer to the UCSD catalog and the ASSIST website at www.assist.org for additional information.

Medical Technology

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS
Bachelor of Science in Clinical Science: Medical Technology Option

Lower-division Common Core Requirements for Clinical Science Majors include: BIO 11 and 12; CHEM 1A, 1B; MATH 10; and additional lower-division coursework after transfer.

A Cytotechnology Option is also offered for this major. 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

Lower-division Preparation: BIO 1A, 1B; CHEM 1A, 1B, 2A; MATH 3A; PHYS 2A and 2B.

Refer to the SDSU catalog for further information regarding this program. Also see the CSU general education certification requirements in the introduction to this section of the catalog.

Medicine (Pre-Medicine)

There are eight medical schools in California. Five of these are operated by the University of California (Davis, Irvine, Los Angeles, San Diego, and San Francisco). The three private schools are University of Southern California, Stanford University, and Loma Linda University. Preparation for admission requires high scholarship in three or usually four years of premedical study.

Typically medical schools will evaluate an applicant’s abilities and personal qualities through several factors: college coursework and GPA (both cumulative GPA and science GPA); scores on admissions tests (e.g., MCAT); personal statement and interview; in-depth letters of recommendation; practical volunteer experience in a health profession; and research experience in biological medical, behavioral, or physical sciences. Extracurricular activities such as student clubs, organizations, athletics, and community involvement are recommended.

Students are advised to make normal progress toward a baccalaureate degree in a 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; MATH 1A, 1B, 12A, 12B;
PHYS 2A and 2B or 4A and 4B (preferred); 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 bulletin of the medical school in which the student is interested.

Music

CALIFORNIA STATE UNIVERSITY, FULLERTON

Bachelor of Arts in Music

Liberal Arts Concentration, *Music History & Theory Concentration, Music Education Concentration.

Lower-division Preparation - Core Requirements: MUS 10, 11, 12; and principle performance area (applied music - 4 units)

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

a) 4 years study of foreign language at the secondary school level.

b) Passing an exam given by CSUF’s Department of Foreign Languages & Literature.

c) Completing the second semester of the beginning university sequence of a foreign language (at Saddleback College: FR 2 or GER 2) or Italian 2nd semester.

Music Theory Classes: Transfer students are placed in required music theory classes based on their competence at entrance. Transfer credit will be given by CSU Fullerton only for those classes up to and including the student’s demonstrated level of competence, regardless of how many courses or units have been taken.

Music-Major Piano Classes: All music majors at CSU Fullerton must reach a 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.

Refer to the CSUF catalog and ASSIST at www.assist.org for further information regarding these programs.

SAN DIEGO STATE UNIVERSITY

Bachelor of Arts–Music (Degree in Liberal Arts & Sciences)

Lower-division Preparation: MUS 1, 10, 11, 20, 54, 55, 56, 92, 93; and a minimum of four units in performance (ensemble) courses.

Foreign Language Requirement: Proficiency equivalent to a Foreign Language level 3 is required. (Examples: FR 3, GER 3, SPAN 3 at Saddleback College).

Bachelor of Music (Degree in Applied Arts & Sciences)

Lower-division Preparation for Specializations in Performance, Composition, or Jazz: MUS 10, 11, 20, 54, 55, 56, 92, 93; and a minimum of six units in performance (ensemble) courses; and a minimum of eight units in private study performance courses.

*Foreign Language Requirement: Proficiency equivalent to a Foreign Language level 2 in French, German, Italian or Spanish; for the Vocalists in Performance specialization: competency equivalent to level 1 in French, German, and Italian is required.

*There is no foreign language requirement for the Jazz Studies specialization.

Refer to the SDSU catalog for additional information and details regarding selection and admissions requirements for both degree programs.

UNIVERSITY OF CALIFORNIA, IRVINE

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, 24, 25, 26.

*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, 40, 41, 42, 43, 47, 67.

*At least one year for each category must be taken in residence at UCI.

Refer to the UCI catalog and ASSIST at www.assist.org for additional information regarding program requirements.

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
Nursing

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Science in Nursing

The CSU Fullerton program is an upper-division program designed for registered nurses seeking a Bachelor of Science degree in nursing. Among the admission requirements are the following: 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):

Lower-division Preparation: BIO 11, 12, 15; CHEM 1A or 3 or 108 or 12A; PSYC 1; SOC 1 or ANTH 2.

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 Science in Nursing - Basic Nursing Program

This program is impacted and students must apply during the initial CSU application filing period. CSULB states that applicants to the upper-division major must also submit a supplemental application to the department by February 1 for the Fall semester or by September 15 for the Spring semester. Each applicant must also schedule a personal interview with a designated nursing faculty member at CSULB prior to transfer. Students are advised to refer to the CSULB catalog for details regarding program and admissions requirements.

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.

Per CSULB, transfer students admitted to the upper-division major must complete CSULB’s CHEM 302 no later than the end of their first semester or they will be dropped from the program. Contact CSULB’s Nursing Department for details.

Students interested in CSULB’s Nursing program are urged to contact CSULB’s Nursing Department for current information regarding selection criteria and other details regarding program requirements.

Registered Nursing Program (CSULB):

Lower-division Preparation: Earned accredited Associate Degree in Nursing; 60 transferable units including certification of general education requirements. Students should contact the Nursing Department at CSU Long Beach for further information regarding other admissions requirements for this program.

SAN DIEGO STATE UNIVERSITY
Bachelor of Science in Nursing (Applied Arts & Sciences)

*Lower-division Prerequisites: BIO 11, 12, 15, 20; MATH 10; PSYC 1, 7; SOC 1; SP 1 (equivalency for SDSU’s required COMM 103 beginning Fall 2004).  *Note: Saddleback College’s equivalency for SDSU’s CHEM 130 requirement was under review at the time of catalog publication deadlines. Students are advised to contact a SDSU Nursing program advisor.

The Nursing major at SDSU is designated as an impacted program, and specific GPA requirements and regulations related to admissions are imposed. Please refer to the SDSU catalog and the ASSIST website at www.assist.org for more details. It is also recommended that students contact the Nursing Department at SDSU for further information regarding this program.

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 CSU nursing program(s).

Occupational Therapy

Beginning in 2007, a master’s degree will be required in order to practice as an entry-level Occupational Therapist in the United States. Occupational Therapy is a health-care profession that helps people who have been affected by accident or injury, disease, aging, developmental delay, or psychological disability make the necessary lifestyle changes to become more self-sufficient and independent. Career opportunities in Occupational Therapy vary and include hospitals, rehabilitation centers, nursing homes, public and private schools, day care facilities, patient homes, and corporations. Examples of universities offering Occupational Therapy programs at the master’s level in California include CSU Dominguez Hills, Loma Linda University, San Jose State University, and the University of Southern California. Students are advised to contact the college or university of interest for further information on their OT program. Also refer to the Occupational Therapy Association of California (OTAC) website at: www.OTAConline.org

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.

HUMBOLDT STATE UNIVERSITY
Bachelor of Science in Oceanography

Recommended Lower-division Preparation: BIO 3C (recommended); CHEM 1A, 1B; GEOL 1; MATH 3A, 3B, 3C, 10; MS 20; PHYS 4A.

Refer to the HSU catalog and ASSIST at www.assist.org for additional information regarding this major.

General Education: Refer to the CSU general education certification section of the catalog for specific requirements.

Note: 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.

ALSO SEE MARINE BIOLOGY

Optometry

The requirements for admission to the schools and colleges of optometry vary. However, all optometry 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 or 4A, 4B); college mathematics (MATH 124, 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.

Each optometry school has its own prescribed admissions requirements, and students are advised to contact the school or college of choice. See the following examples:
UNIVERSITY OF CALIFORNIA, BERKELEY
Optometry, Pre-Professional Recommended Preparation

All applicants to UCB’s Optometry program are required to have a bachelors’ degree. Refer to the UCB catalog and 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; EN 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; EN 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.

Major Course Requirements: HORT 10, 11, 112. HORT 20 recommended.

Support Courses: ACCT 1A; BIO 3A, 3B; BUS 12 or 14; CHEM 1A; CIM 1; ECON 20; MATH 2 or 7 or 8. MATH 10 and SPAN 1 are recommended.

Refer to the Cal Poly San Luis Obispo catalog for further information regarding this program.

Pharmacy

The requirements for admission to schools and colleges of pharmacy vary. Students are advised to contact the institution of their 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 is very competitive. An increasing number of students are entering pharmacy schools after completion of a 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 UCSD 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, 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 School of Pharmacy catalog and the ASSIST website at www.assist.org for further information regarding admissions requirements for this program.

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.

UNIVERSITY OF SOUTHERN CALIFORNIA
Pre-Pharmacy Requirements

Lower-division Preparation: BIO 3A, 3B, 15; CHEM 1A, 1B, 12A, 12B; ECON 2 or 4; ENG 1A and 1B; MATH 3A or 11; PSYC 1 or 37; PHYS 2A or 4A; SP 1.

* Humanities Requirement: Select 6 transferable semester units of courses in literature, philosophy, history, ethics, foreign language, art history, music history, Studio or performance classes in art and music are not acceptable; and

* Social & Behavioral Sciences Requirement: Select 6 transferable semester units of courses in social and behavioral sciences. Recommended areas include anthropology, economics, geography, psychobiology, psychology, or sociology.

* Note: 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 or (323) 442-1369, for further details regarding GPA and 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 included. A list of recommended lower-division courses can be found in the catalog of the major university of choice. 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: Phil 12; AND
Two years in a single language other than English at university level (or equivalent): French, German, Italian, or Spanish 3-4; AND
School Core Requirements:
Complete ENG 1A and 1B and HUM 10A and 10B; OR EN 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

ALSO SEE KINESIOLOGY

Physical Therapy (pre-Physical Therapy)
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-Physical Therapy Programs:
The pre-physical therapy education requirements are similar to premedical 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.

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): 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 (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; and select two units of PE (activity).

Domain 5: Electives: Contact an academic advisor at Loma Linda University regarding selection of elective courses for transfer;

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
Emphasis in pre-Physical Therapy-Biological Sciences

Lower-division Preparation: BIO 3A, 3B, 11, 12; CHEM 1A, 1B; MATH 10; PHYS 2A and 2B or 4A and 4B; PSYC 1, 7. Recommended: CS 1A; PSYC 2.

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
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: BIO 3A, 3B, 3C, 11, 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 (323) 442-2900 for additional information.

WESTERN UNIVERSITY OF HEALTH SCIENCES

Doctor of Physical Therapy (DPT)

A bachelor’s degree from an accredited institution and completion of all DPT prerequisite coursework are required for admission.

Lower-division Preparation for Prerequisites: BIO 11, 12; CHEM 1A, 1B; MATH 10; PHYS 2A, 2B.

Students are advised to contact Western University of Health Sciences at (909) 623-6116 for additional information as well as their website at: www.westernu.edu

Physician Assistant

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; MATH 10; PSYC 1 and SOC 1 or ANTH 1; and six transferable semester units in Humanities (art, music, philosophy, or religion). 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.

Lower-division Recommended Preparation: BIO 11, 12, 15; CHEM 1A, 1B; ENG 1A, 1B; MATH 7, 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) 623-6116 and website at www.westernu.edu 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.

Refer to the CSUF catalog and ASSIST at www.assist.org for more information regarding this major.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Bachelor of Science in Physics

Lower-division Preparation: CHEM 1A, 1B; MATH 3A, 3B, 3C; PHYS 4A, 4B, 4C.

Refer to the CSULB catalog for more information regarding this major.

UNIVERSITY OF CALIFORNIA, IRVINE

Bachelor of Science in Physics

Lower-division Core Requirements: CS 1A or 1B; MATH 3A, 3B, 3C, 24, 26; PHYS 4A, 4B, 4C.

G.E. Breadth requirements: Information regarding UCI G.E. requirements is available in Saddleback’s Counseling Services Office or refer to ASSIST at www.assist.org

Political Science

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 CSUF. 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 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.

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).
SDSU recommends students have study abroad experience for this major.

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

UNIVERSITY OF CALIFORNIA, IRVINE

Bachelor of Arts in Political Science

Lower-division Requirements:

PS 4 and two additional courses after transfer; and select one course from: PS 1, 10, 12, 14; and one course from: PS 11 (or ECON 11), 17, 21, 61 (or HIST 61), 75 (or HIST 75), 80 (or HIST 80); OR
Select three courses from: PS 1, 10, 12, 14; and two additional courses not taken from preceding; PS 1, 10, 11, 12, 14, 17, 21, 61 (or HIST 61), 75 (or HIST 75), 80 (or HIST 80).

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

UNIVERSITY OF CALIFORNIA, IRVINE

Bachelor of Arts in Psychology

Lower-division Preparation: BIO 20; MATH 10; PSYC 1, 3, 7, 106.

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).

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.

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.

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.

General Education and Common Requirements: Chapman University accepts either CSU G.E. Certification or IGETC Certification. Students are advised to consult with a Saddleback College counselor regarding additional coursework that can be completed prior to transfer in fulfillment of Chapman University’s Common Requirements in quantitative reasoning, foreign language, world cultures and human diversity.

UNIVERSITY OF CALIFORNIA, IRVINE

Bachelor of Arts in Psychology

Note: In fulfillment of the requirements below, a single course may be used only once.

Lower-division Preparation for the Major: PSYC 1 and 3 and 30 (the preceding courses must be completed to receive transfer credit for UCI’s PSYCH 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 3; PHYS 2A or 4A or 20; PSYC 1; Select one course from the following: MATH 3A, 9, 10*, 11 or CIM 6A (*UCLA prefers 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.

Public Administration

CALIFORNIA STATE UNIVERSITY, FULLERTON

Bachelor of Arts in Public Administration

Lower-division Preparation: PS 1 is a graduation requirement for all students and is not part of this major, but is a prerequisite to further work in political science and public administration at CSUF.

Students are advised to refer to the CSU catalog for additional information regarding this program.

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 - Public Administration

The Public Administration program at SDSU is impacted. Students are advised to refer to the SDSU catalog and ASSIST at www.assist.org for additional information regarding this major.

Lower-division Preparation: ACCT 1A; CIM 1 or 10; ECON 2, 4; MATH 10; PS 1.

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

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 for this program.

Per CSULB, applicants to this impacted upper-division major must have completed a minimum of 60 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 an advisor at CSULB's College of the Arts for details regarding admissions requirements and supplemental screening criteria.

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.

Admission to this program is limited, and students must initially apply for admittance into the pre-major. Students interested in this program are advised to contact a CSUN program advisor. For details regarding program requirements, refer to the CSUN catalog and the College of Arts, Media, and Communication website at: www.cinemaandtelevision.com

SAN DIEGO STATE UNIVERSITY

Bachelor of Arts (Communication)

Emphasis in Telecommunications and Film:

Advisory: This program is impacted and SDSU has announced that no new students will be admitted to this program until further notice. Students are advised to contact a SDSU program advisor, and also refer to the ASSIST website at www.assist.org for any updated information on the status of this major.

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 program 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. Also refer to ASSIST at www.assist.org for any updated information.


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

ALSO SEE COMMUNICATIONS

Social Ecology

UNIVERSITY OF CALIFORNIA, IRVINE

Bachelor of Arts in Social Ecology

Lower-division Major Requirements: ENV 1; MATH 10; PSYC 1 and SOC 1 (both must be taken to receive credit for UCI's PSY BEH 9); and PSYC 2.

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

Social Sciences

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 or 16 and HIST 8 or 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).

Students are advised to refer to the SDSU catalog and ASSIST at www.assist.org for further information regarding this program.

General Education: See the CSU general education certification section in this catalog for specific requirements.
UNIVERSITY OF CALIFORNIA, IRVINE

Bachelor of Arts in Social Sciences

Students majoring in Social Sciences must choose a specialization from the following: Multicultural Studies, Public and Community Service, Research and Analytical Methods, or Social Studies.

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: CCS 1, HIST 33, SOC 4 or 6; and one course not already taken from: ANTH 4, 7, 21; CCS 1, 2, 10; PS 21; PSYC 16, 21; or
SOC 5, 6, 21.

Research and Analytical Methods Specialization ADD: two courses from: ANTH 2; ECON 2 or 4; PS 4; SOC 2.

Social Sciences 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

Social Work

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*.

*Per CSULB, screening criteria equivalencies for this impacted major are to be completed with a minimum 2.5 GPA.

Note: The Social Work program at CSULB is impacted. Applications are accepted during the initial filing period for Fall terms only, and are subject to supplemental criteria and GPA requirements. Students are advised to refer to the CSULB catalog and contact a CSULB department advisor for further details regarding this impacted program.

SAN DIEGO STATE UNIVERSITY

Bachelor of Arts Degree in Liberal Arts and Sciences – Social Work

This major is impacted and students are advised to refer to the SDSU catalog and the ASSIST website at www.assist.org for additional information regarding program requirements.

Lower-division Preparation: 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.

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).

This major is impacted and students are advised to refer to the SDSU catalog and the ASSIST website at www.assist.org for additional information regarding program requirements.

CHAPMAN UNIVERSITY

Bachelor of Arts in Sociology (Emphasis in Social Work)

Recommended Lower-division Preparation: MATH 10; SOC 1 and SOC 2 or 10.

General Education and Common Requirements: Chapman University accepts either CSU G.E. Certification or IGETC Certification.

Students are advised to consult with a Saddleback College counselor regarding additional coursework that can be completed prior to transfer in fulfillment of Chapman University’s Common Requirements in quantitative reasoning, foreign language, world cultures and human diversity.

Sociology

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. Recommended elective: ANTH 2.

Refer to the CSULB catalog and ASSIST at www.assist.org for additional information regarding this program.

General Education: See CSU general education certification section for specific requirements.

CALIFORNIA STATE UNIVERSITY, SAN MARCOS

Bachelor of Arts in Sociology

Lower-division Preparation: SOC 1; MATH 10. All courses taken for the major must be completed with a grade of “C” or higher.

Refer to the CSUSM catalog and ASSIST at www.assist.org for additional information regarding this program.

General Education: See CSU general education certification section for specific requirements.

SAN DIEGO STATE UNIVERSITY

Bachelor of Arts in Liberal Arts and Sciences – Sociology

Lower-division Preparation: CIM 1 or 10; 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; GEOG 1, 2, 3; PS 4; PSYC 1; SOC 1; AND.

Select one course not already taken from: ANTH 1, 2, 3, 4, 6, 7, 8, 9, 10, 13, 14, 15, 20, 21; CCS 1, 2, 10; ECON 6 (or ENV 6); ECON 11, 20; GEOG 1, 2, 3, 38; PS 1, 4, 10, 11, 12, 14, 17, 21, 61, 75, 80; PSYC 1, 2, 3, 7, 16, 21, 30, 35, 37; SOC 1, 2, 4, 5, 6, 10, 15, 20, 21, 25, 30; AND
Select two courses not previously taken 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.

General Education and Common Requirements: Chapman University accepts either CSU G.E. Certification or IGETC Certification. Students are advised to consult with a Saddleback College counselor regarding additional coursework that can be completed prior to transfer in fulfillment of Chapman University’s Common Requirements in quantitative reasoning, foreign language, world cultures and human diversity.

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 15 units of lower-division electives (Examples: SP 2, 3, 5, 35). Additional lower-division coursework to be taken at CSUF after transfer.

Refer to the CSUF catalog and ASSIST at www.assist.org for additional information regarding this program.

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Bachelor of Arts in Speech Communication

The B.A. in Speech Communication with options in General Speech, Interpersonal and Organizational Communication, and Rhetorical Studies:

Lower-division Preparation:

General Speech Option: SP (1 or 35), 3 and 5.

Interpersonal & Organizational Communication Option: SP 1, (3 or 35) and 5.

Rhetorical Studies Option: SP 1, 3, (35 or CA 1 or JRN 1).

For additional information regarding these programs, students are advised to refer to the CSULB catalog and ASSIST at www.assist.org.

General Education: See CSU general education certification section for specific requirements.

Theatre Arts

CALIFORNIA STATE UNIVERSITY, FULLERTON
Bachelor of Arts in Theatre Arts

Liberal Arts Concentration:

Lower-division Preparation: TA 1, 20, 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, 20, (*30 or *SP 30), TA 40 or 42, 45.


*Equivalency for CSUF’s THTR 110

Teaching Concentration (Single Subject):

Lower-division Preparation: TA 1, 2, 11, (35 or SP 35), 20, 40, 42, 45. Refer to the CSUF catalog and ASSIST at www.assist.org 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:

Lower-division Preparation: TA 1, 2, 11, 20, (35 or SP 35); also complete the following courses: TA 40 or 42 or 45; MUS 55; 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.

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 1, 40, 41, 42, 43; recommended elective: TA 2.


Technical Theatre (Stage/Scenic/SceneLighting/Design Option): ADD: TA 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 or SP 35), 40*, 41*, 42*, 43*.

Children’s Drama: TA 1, 20, (25 or SP 35), 40*, 41*, 42*, 43*.

Design and Technology for Theatre: TA 1, 20, (25 or SP 35), 40*, 41*, 42*, 43*.

Design for Television and Film: TA 1, 20, 40*, 41*, 42*, 43*.

Performance: TA 1, 2, 20, (25 or SP 35), 40*, 41*, 42*, 43*.

Theatre Arts Major/Teaching Concentration (Single Subject): ENG 1A, 1B, (21A or 21B or 25), 44; JRN 1 or CA 1; TA 20 or 25 or 26, 40*, 41*, 42*, 43*; and one course from: ENG 3, 4, 5, or JRN 2 or TA 1; and one two-course sequence from: ENG 15A and 15B or ENG 17A and 17B.

*Per SDSU, entire sequence (TA 40-41-42-43) must be completed prior to transfer for credit toward the major.

Per the SDSU catalog neither a minor nor a foreign language is required with this major. Refer to the SDSU catalog and the AS-
SIST website at www.assist.org for further information regarding these impacted programs.

General Education Requirements: For CSUF, CSULB, or SDSU, students are advised to 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; and select three units from: DANC 52, 55, 58, 61; TA 11, 35.

Refer to the UC Irvine catalog and the ASSIST website at www.assist.org for further details regarding this major.

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. A baccalaureate degree is advisable. Students are advised to contact the School of Veterinary Medicine at UC Davis at (530) 752-1383 or access their website at www.vetmed.ucdavis.edu and the ASSIST website at www.assist.org

Lower-division Preparation: BIO 3A, 3C; CHEM 1A, 1B, 12A, 12B; PHYS 2A and 2B or PHYS 4A and 4B and 4C.

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.

WESTERN UNIVERSITY OF HEALTH SCIENCES
Veterinary Medicine Program (DVM)
Lower-division Preparation: BIO 3A, 3B, 3C, 15, 41; CHEM 1A, 1B, 12A, 12B; ECON 2; ENG 1A and 1B; FN 50; MATH 10; 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), however earning a degree will likely strengthen your application. All applicants must take either the Medical College Admissions Test (MCAT) or the General Graduate Record Examination (GRE).

Animal Experience Requirements: Animal-related experience must total at least 500 hours of hands-on experience that goes beyond observation. Appropriate venues include: veterinary practices; animal medical environments; commercial animal production operations; regulatory animal control and humane shelters, animal entertainment (zoos, etc.), or animal research institutions.

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 articulation agreements, G.E. requirements, and information on UC and CSU-transferable courses: ASSIST: www.assist.org

STUDENT RESPONSIBILITY FOR MEETING TRANSFER REQUIREMENTS
Saddleback College counselors are available to assist students with the transfer process including appropriate course selection and information regarding admissions, general education, and major preparation requirements to prepare for a successful transfer to their college or university of choice. However, it is the responsibility of each student to work with a Saddleback College counselor to decide upon an educational goal, and to maintain a long-range educational plan. Students are advised to obtain a copy of the catalog for their chosen transfer college, and/or refer to their online catalog for any updates as articulation and transfer information is subject to change.
Instructor Charlie Harrison with students that were awarded Horticulture Program Scholarships at the Scholarship Awards Ceremony.

Saddleback College Child Development student interacts with future students from the Children’s Center.
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.

Prerequisites, Corequisites, Limitations and Recommended Preparations

“Prerequisite” means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. (Article 2.5 §§56020)

All courses shall be open for enrollment to any student who has been admitted to the college, except that students may be required to meet necessary and valid prerequisites. The term “prerequisite” also includes “corequisites,” which require a student to concurrently enroll in one course as a condition of enrollment in another course.

Recent state laws require the enforcement of prerequisites. Beginning Fall 1995 any student enrolling in a designated course with a prerequisite must show evidence of completion of the prerequisite course or the equivalent with a satisfactory grade or complete the appeals process. For further information, contact the Matriculation Office.

“Limitation on enrollment” include auditions, physical examination, and admission to a particular program.

“Advisory or recommended preparation” means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or education program. (Article 2.5 §§56200)

“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.

Repeating Courses

A completed course may be repeated with the following provisions:

1. 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.

2. Students with verified disabilities may repeat a course as part of “an accommodation to a student’s educational limitations pursuant to state and federal non-discrimination laws.” (Title 5, §56029)

3. Courses without a Repeat (R) Code cannot be repeated. However, students who have earned a substandard grade, that is D, F, or NC in a course without Repeat (R) code may repeat the course one more time.

4. 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. If approved, grades awarded will not be counted in calculating a student’s grade point average.

5. Once a student has taken a more advanced course they cannot go back and repeat a lower-level course.

6. The maximum number of times a course may be repeated is indicated by the repeat model. Course repeats are counted beginning Fall Semester 1983.

7. Courses in which skill development may require more than one semester may be repeated. These classes include skill progression and often require an extensive individual instruction in specific areas. The model under which skill building courses may be repeated is R-A.

8. 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. When a course has been repeated, the first substandard grade will be suppressed in the computation of the student’s grade point average, credit will be given only once.

Models for repeating courses are:

Courses not identified as (R-A), (R-E), or (R-99) may not be repeated.

Model A courses (R-A): 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 E courses (R-E): 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.

(R-99): Include non-credit courses as well as courses necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. (Title 5 §§55763(c)).

Repeats in degree applicable courses are counted in determining eligibility for the associate degree. Transfer students are advised that most universities place limitations on course repetition for transfer credit.
**Accounting**

**ACCT 1A**  
**FINANCIAL ACCOUNTING**  
4/5/1

The study of accounting as an information system using a double-entry accounting method. The financial accounting cycle includes the study of financial statements, merchandising operations, accounting systems, cash and short-term investments, receivables and notes, inventories, plant assets and depreciation, current liabilities, notes payable and payroll, financial statement disclosures, long-term liabilities, corporations, stockholder’s equity, earnings, dividends, and investments in stock. May be offered by mediated mode of instruction.

**ACCT 1B**  
**MANAGERIAL ACCOUNTING**  
4/5/1

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. May be offered by mediated mode of instruction.

**ACCT 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.

**ACCT 120**  
**INTRODUCTION TO FINANCIAL PLANNING**  
3/3/0

Major topics include money and credit management, comprehensive insurance coverage, and analyzing and developing management tools and strategies for personal investing. Covers investing in common and preferred stock, government and corporate bonds, mutual funds, real estate, and other financial securities. Lifelong financial planning, pension, retirement, and estate planning issues are addressed. Covers the structure and operation of financial markets as well as financial and investment information gathering. The effects of achieving/not achieving financial security on psychological and physiological health is examined. May be offered by mediated mode of instruction.

**ACCT 189**  
**SPECIAL TOPICS**  
-.5-.5-.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

**ACCT 201B**  
**INTERMEDIATE ACCOUNTING I**  
3/3/0

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 202B**  
**INTERMEDIATE ACCOUNTING II**  
3/3/0

Prerequisite: ACCT 1A

Recommended Preparation: ACCT 202A

Continued in-depth studies of noncurrent assets and liabilities including investments in bonds, bond redemption funds; plant and equipment acquisition; use and retirement problems; paid-in capital and retained earnings; analytical processes relating to statement analysis; comparative data, ratios, and measurements; funds-flow and cost-flow reporting.

**ACCT 203**  
**COST ACCOUNTING**  
3/3/0

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 214**  
**BUSINESS ANALYSIS AND CALCULATIONS**  
3/3/0

Reviews mathematics to solve typical business problems including simple interest, compound interest, installment sales, trade and cash discounts, markup percents, pricing, discounting notes and drafts, depreciation, taxes, insurance, statistics, stocks and bonds, and distribution of ownership and profits. May be offered by mediated mode of instruction.

**ACCT 215**  
**GENERAL ACCOUNTING**  
3/3/1

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**  
4/4/1

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. May be offered by mediated mode of instruction. R E 3
ACCT 275  3/3/0
AUDITING
Prerequisite: ACCT 1B
Recommended Preparation: ACCT 202A
Examines the use of financial statement audits and details the audit process. Topics include professional responsibilities of auditors, audit design, sampling approaches, substantive testing, and testing controls.

ACCT 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

ACCT 421  .5/.5/0
INTRODUCTION TO CORPORATE STOCKS, BONDS, AND 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. Includes valuation methods, investor philosophy, and risk. R E 3
ANTH 13
MAGIC, WITCHCRAFT, AND RELIGION
A comparison of religious beliefs and practices from a broad range of different cultures, with emphasis placed on the practical influences of social life, human biological and psychological needs, and the environment. The course will cover myth, religious healing, witchcraft and sorcery, Shamanic practice, magic, ritual and symbol, and contemporary religious practices.

ANTH 14
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.

ANTH 15
PRIMATE BEHAVIOR
Focuses on primates from the perspectives of their taxonomy, behavior, and ecology. Students will learn about data collection and analysis and the importance of primate conservation. Students will survey living primates through examination of case studies focused on representative primate species, and observations at a local zoo.

ANTH 16
ARCHAEOLOGICAL FIELD METHODS
Prerequisite: ANTH 9
An introduction to archaeological field methods. This course will cover the relationship of archaeology and culture, field methods and techniques, field work at a local site, and laboratory analysis of field data. Mandatory field trips required. R E 1

ANTH 21
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.

ANTH 108
ARCHAEOLOGY OF MEXICO, CENTRAL, OR SOUTH AMERICA
On-site study of significant ruins in Mexico, Central, or South America. Includes visits to important archaeologi- cal museums, excavation sites, Indian markets and other cultural and historical sites. Itineraries and sites included will vary. Repeatable only when site visit changes. R E 3

ANTH 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

ANTH 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

APE 1
ADAPTED PERSONALIZED FITNESS
Fitness class stressing strength, flexibility, cardiovascular endurance, balance, and gait. Designed for students that have participated in physical therapy, have a chronic medical diagnosis, or permanent disability. R E 99

APE 300
ADAPTED PERSONALIZED FITNESS
Fitness class stressing strength, flexibility, cardiovascular endurance, balance, and gait. Designed for students that have participated in physical therapy, have a chronic medical diagnosis, or permanent disability. R E 99

APE 310
ADAPTED WATER EXERCISE AND SWIMMING
Consists of mobility, balance, gait training, strengthening, cardiovascular conditioning, flexibility, range of motion exercises, and modified swimming. Designed for those that have participated in therapy, rehabilitation, have chronic medical diagnoses or permanent disabilities. R E 99
APSY 140  EDUCATIONAL AND VOCATIONAL PLANNING  3/3/0  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  ASSESSMENT OF PRIOR LEARNING  3/3/0  Recommended Preparation: College level writing skills.  Designed to assist students planning to apply for college/ career education toward the associate degree. Students will assess and document their life experiences relevant for college credit with the help of individual and group counseling. Students will develop a portfolio of their life learning to be submitted for faculty evaluation. This course is offered on a credit/no credit basis.

APSY 150  HELPING RELATIONSHIPS  3/3/0  Designed to aid the individual in acquiring the skills and personal growth necessary to help others in self-exploration and positive changes. The student will learn a process of helping which relies heavily on empathy, honesty, and caring in relationships to effect positive change in others. This course will benefit those in the helping professions as well as any individual seeking to be more helpful in relationships with others.

APSY 151  HUMAN RELATIONSHIPS  3/3/0  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  CAREER AND VOCATIONAL EXPLORATION  3/3/0  Focuses on process of vocational choice through study of occupational trends and survey of specific occupations. Working with information about themselves obtained through standardized tests and other measures and selected occupational information, students develop a tentative vocational plan. Designed for students who are undecided about their majors or interested in changing careers.

APSY 161A  LEARNING AND STUDY TECHNIQUES  1.5/1.5/0  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. Concepts are reinforced through online activities and supplemental website research. Principles and techniques are applicable in educational and professional settings.

APSY 161B  ADVANCED LEARNING, STUDY, AND TESTING TECHNIQUES  1.5/1.5/0  Recommended Preparation: APSY 161A  Principles of learning theory, information acquisition, retention, and retrieval are reviewed. Emphasizes test-taking strategies and test preparation related to objective and subjective tests. Concepts are reinforced through online activities and supplemental website research. Principles and techniques are relevant in educational and professional environments.

APSY 164  TOPICS IN APPLIED PSYCHOLOGY  .5/4.5/4.5/9  Recommended Preparation: College-level reading ability  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  THEORETICAL AND APPLIED LEADERSHIP  1.1/1  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

ARAB 1  ELEMENTARY ARABIC  5/5/0  Corequisite: ARAB 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  5/5/0  Prerequisite: ARAB 1  Corequisite: ARAB 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.

ARCH 10  INTRODUCTION TO ARCHITECTURE  2/2/0  Recommended Preparation: College-level reading ability  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 (formerly ARCH 110).
### Saddleback College Catalog 2005/06

#### Courses

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
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</thead>
<tbody>
<tr>
<td>ARCH 12</td>
<td>3/3/0</td>
<td>HISTORY OF ARCHITECTURE</td>
<td>3/3/0</td>
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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 (formerly ARCH 112).

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<tbody>
<tr>
<td>ARCH 34</td>
<td>3/1/6</td>
<td>BASIC ARCHITECTURAL DESIGN I</td>
<td>3/1/6</td>
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</table>

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 (formerly ARCH 134).

<table>
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<tbody>
<tr>
<td>ARCH 42</td>
<td>3/2/3</td>
<td>DESCRIPTIVE DRAWING AND PERSPECTIVE</td>
<td>3/2/3</td>
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<tbody>
<tr>
<td>ARCH 44</td>
<td>2/0/6</td>
<td>ARCHITECTURAL PRESENTATION AND RENDERING</td>
<td>2/0/6</td>
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</table>

Recommended Preparation: ARCH 42 and 124A. Delineate 2D and 3D architectural drawings for presentation. Render three drawings with color, shade, shadows, people, and trees (formerly ARCH 144).

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<tbody>
<tr>
<td>ARCH 50</td>
<td>3/2/4</td>
<td>INTRODUCTION TO COMPUTER-AIDED DRAFTING</td>
<td>3/2/4</td>
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</table>

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 50. Credit given in either area, not both (formerly ARCH 150).

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<tbody>
<tr>
<td>ARCH 51</td>
<td>3/2/4</td>
<td>COMPUTER-AIDED DRAFTING</td>
<td>3/2/4</td>
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</table>

Recommended Preparation: ARCH or DR 50. 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 51. Credit given in either area, not both (formerly ARCH 151).

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<tbody>
<tr>
<td>ARCH 122</td>
<td>2/2/0</td>
<td>ARCHITECTURAL PRACTICE</td>
<td>2/2/0</td>
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</table>

An introductory course covering the profession of architecture and the construction industry including professional relations, office procedures, and legal aspects.

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<tbody>
<tr>
<td>ARCH 124A</td>
<td>4/3/3</td>
<td>ARCHITECTURAL DRAWING I</td>
<td>4/3/3</td>
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</table>

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.

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<tbody>
<tr>
<td>ARCH 124B</td>
<td>4/3/3</td>
<td>ARCHITECTURAL DRAWING II</td>
<td>4/3/3</td>
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</table>

Recommended Preparation: ARCH 124A. Draft and organize a set of working drawings for a single-family dwelling including building code requirements, materials, and principles of wood-frame construction. Computer-aided drafting methods will be introduced and used.

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<tbody>
<tr>
<td>ARCH 124C</td>
<td>4/3/3</td>
<td>ARCHITECTURAL DRAWING III</td>
<td>4/3/3</td>
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</table>

Recommended Preparation: ARCH 124B. Draft and organize an advanced set of working drawings for a steel and concrete commercial building. Computer-aided drafting methods will be used.

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<tbody>
<tr>
<td>ARCH 126</td>
<td>3/3/0</td>
<td>MATERIALS AND METHODS OF CONSTRUCTION</td>
<td>3/3/0</td>
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</table>

Studies various building materials, their use and application in the structural makeup of buildings.

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<tbody>
<tr>
<td>ARCH 132</td>
<td>3/1/5</td>
<td>RESIDENTIAL PLANNING, PRINCIPLES AND DESIGN</td>
<td>3/1/5</td>
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</table>

Recommended Preparation: ARCH 124A. Design a single-family dwelling. Complete a design process that considers proper site relationships, plan functions, form, structure, and materials.

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<tbody>
<tr>
<td>ARCH 136</td>
<td>3/1/6</td>
<td>BASIC ARCHITECTURAL DESIGN II</td>
<td>3/1/6</td>
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</tbody>
</table>

Recommended Preparation: ARCH 134. Learn to design quality form and space for living and working. Through the design process consider site, function, form, structure, color, and materials, as well as social, psychological, and ergonomic factors.

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<tbody>
<tr>
<td>ARCH 152</td>
<td>3/2/4</td>
<td>ADVANCED COMPUTER-AIDED DRAFTING</td>
<td>3/2/4</td>
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</table>

Recommended Preparation: ARCH or DR 50 or 51. 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.

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<tbody>
<tr>
<td>ARCH 161</td>
<td>4/3/3</td>
<td>BLUEPRINT PLANS AND SPECIFICATION READING</td>
<td>4/3/3</td>
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</table>

Blueprint and specification reading as applied to California state codes. Includes residential, commercial, and hospital construction.

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<tr>
<td>ARCH 162</td>
<td>3/2/4</td>
<td>CONSTRUCTION ESTIMATING</td>
<td>3/2/4</td>
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Includes 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.

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<tbody>
<tr>
<td>ARCH 163</td>
<td>4/4/0</td>
<td>UNIFORM BUILDING CODE INSPECTION</td>
<td>4/4/0</td>
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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.

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<tbody>
<tr>
<td>ARCH 164</td>
<td>3/3/0</td>
<td>COMBINATION RESIDENTIAL DWELLING INSPECTION</td>
<td>3/3/0</td>
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</table>

Recommended Preparation: ARCH 163. Prepares students for 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.
ARCH 165  
ELECTRICAL CODE INSPECTION  3/3/0
A comprehensive study and review of the National Electrical Code and local authorities. Also covers regulations for inspection of residential and commercial units.

ARCH 166  
CONTRACTORS’ LICENSE LAW  3/3/0
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.

ARCH 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

ARCH 211  
CONCRETE INSPECTION  3/3/0
Presents technical knowledge needed by inspectors, code enforcement personnel, contractors and architects. Covers detailed concrete design, placement, mixing and testing.

ARCH 212  
PLUMBING CODES: DRAINS, WASTE, VENTS, WATER, AND GAS  3/3/0
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.

ARCH 213  
MECHANICAL CODE: HEATING, AC, REFRIGERATION, AND DUCTWORK  3/3/0
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 (HVAC) systems.

ARCH 214  
CODE ENFORCEMENT AND DISABLED ACCESS  3/3/0
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.

ARCH 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

ARCH 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

ART  4  
FUNDAMENTALS OF ART  3/3/0
Emphasizing fundamental art ideas, modes, devices, problems of organization and structure terminology, media, and the relationship of art to society.

ART  9  
CERAMICS FUNDAMENTALS  3/3/3
Recommended Preparation: ART 80
A basic survey course covering both handbuilding and wheel throwing, with an emphasis form and design. A general survey of ceramic history is presented in context with clays clay bodies, glazes, and firing.

ART  10  
BEGINNING CERAMICS (HANDBUILDING)  3/3/3
Recommended Preparation: ART 80
An introduction to clay, glaze, and handbuilding 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  
BEGINNING CERAMICS-INTRODUCTION TO WHEEL TECHNIQUES  3/3/3
Recommended Preparation: ART 80
An introduction to beginning wheel 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  
INTERMEDIATE CERAMICS-INTERMEDIATE WHEEL  3/3/3
Recommended Preparation: ART 11
A continuation of basic throwing techniques with emphasis on specific shapes and forms utilitarian and decorative. A combination of ART 11, 12 or 13 may be taken a maximum of four times.  R A 3

ART  13  
ADVANCED CERAMICS-ADVANCED WHEEL  3/3/3
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  
ART APPRECIATION  3/3/0
Designed to develop an understanding of historical and contemporary art forms, including examples of painting, sculpture, and architecture.

ART  21  
WOMEN AND ART  3/3/0
Examines the history of relations between women, art, and ideology in western culture. Examines and analyzes the effects of cultural practices such as the division of labor and space in society, codes of language, the impact of new technologies, and power relations on the ways that women are represented in visual culture. Explores women’s changing relation to art practice. Includes analysis of feminism in art both historically and in contemporary art forms.

ART  22  
SURVEY OF ASIAN ART (INDIA, CHINA, JAPAN, AND KOREA)  3/3/0
Designed as a survey of artistic traditions found in Asia including India, Korea, China, and Japan. The arts of painting, sculpture, and architecture will be discussed as artistic expressions as well as visual manifestations of Eastern religion.

ART  23  
AFRICAN AND OCEANIC ART  3/3/0
Designed to develop an understanding and appreciation of the indigenous arts of Africa and the South Pacific. Studies the painting, sculpture, architectural traditions of pre-literate societies emphasizing their culture as well as artistic significance.

ART  24  
INDIGENOUS ARTS OF THE AMERICAS  3/3/0
Survey of the indigenous artistic traditions of North, Central, and South America extending from the United States and Mexico to Peru from circa 1000 BC to the Conquest. The course will address historical and contemporary cultures of the Western hemisphere (Native American and pre-Columbian) from a historical ethnographic 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 3/3/0
SURVEY OF ART HISTORY: ANCIENT WORLDS TO GOTHIC
Emphasizing the historical development of painting, sculpture, and architecture including philosophical and cultural perspectives.

ART 26 3/3/0
SURVEY OF ART HISTORY: RENAISSANCE TO MODERN
Emphasizing the historical development of painting, sculpture, and architecture including philosophical and cultural perspectives.

ART 28 3/3/0
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 3/3/0
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 role of artist and patron, and the relationship between the art object and its intended function.

ART 40 3/3/3
TWO-DIMENSIONAL DESIGN
A basic course in the application and appreciation of the principles of organization and art elements as they relate to two-dimensional design. Selected problems in using line, shape, color, value, and texture. Generally required for all art majors.

ART 41 3/3/3
THREE-DIMENSIONAL DESIGN
Recommended Preparation: ART 40
A basic course in the application and appreciation of the art elements and principles related to problems in three-dimensional design.

ART 42 3/3/3
COLOR THEORY AND PRACTICE
Recommended Preparation: ART 40 and 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 3/3/3
BEGINNING PAINTING
Recommended Preparation: ART 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, and 52 may be taken a maximum of four times. RA 3

ART 51 3/3/3
INTERMEDIATE PAINTING
Recommended Preparation: ART 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, and 52 may be taken a maximum of four times. RA 3

ART 52 3/3/3
ADVANCED PAINTING
Recommended Preparation: ART 51
Explores representational and non-representational subject matter in a variety of media including acrylic and oil. A combination of ART 50, 51, and 52 may be taken a maximum of four times. RA 3

ART 53 3/3/3
BEGINNING LIFE PAINTING—HUMAN FIGURE
Recommended Preparation: ART 50, 80, and 85
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 and 54 may be taken a maximum of four times. RA 3

ART 54 3/3/3
ADVANCED LIFE PAINTING—HUMAN FIGURE
Recommended Preparation: ART 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. A combination of ART 53 and 54 may be taken a maximum of four times. RA 3

ART 57 3/3/3
BEGINNING WATERCOLOR
Recommended Preparation: ART 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 combination of ART 57, 58, and 59 may be taken a maximum of four times. RA 3

ART 58 3/3/3
INTERMEDIATE WATERCOLOR
Recommended Preparation: ART 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 combination of ART 57, 58, and 59 may be taken a maximum of four times. 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, and 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, 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    INTERMEDIATE INTAGLIO (ETCHING) AND RELIEF
Recommended Preparation: ART 60
A course in which students sculpt from the live model in clay with emphasis placed on gesture, composition, scale, proportion as related to representational forms. A combination of ART 78 and 79 may be taken a maximum of four times. R A 3

ART 62    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 multiple plate printing, color printing, and continued development of personal imagery and unique style. Students will incorporate basic techniques learned in prior courses to develop multicolor, multiple registration, and printing techniques. A combination of ART 60, 61, and 62 may be taken a maximum of four times. R A 3

ART 70    FUNDAMENTALS OF SCULPTURE
A survey of basic sculpture processes to include both additive and subtractive sculpture procedures. Lectures and demonstrations involving the classical and contemporary use of sculpture materials such as clay, plaster, stone, and metal will be covered. Students will research, design, and develop representational and abstract sculptural forms. Course emphasis will be placed on the effective use of design, materials, and sculptural procedures, as well as the safe and proper use of hand and power tools. R A 3

ART 71    ADDITIVE SCULPTURE
Recommended Preparation: ART 70
An in-depth investigation of the additive processes in sculpture, including clay and plaster. A combination of ART 70, 71, and 72 may be taken a maximum of four times. R A 3

ART 72    SUBTRACTIVE SCULPTURE
Recommended Preparation: ART 70
An in-depth investigation of the subtractive process in sculpture, including plaster, wood and stone. A combination of ART 70, 71, and 72 may be taken a maximum of four times. R A 3

ART 78    BEGINNING LIFE SCULPTURE
Recommended Preparation: ART 60
A course in which students sculpt from the live model in clay with emphasis placed on gesture, composition, scale, proportion as related to representational forms. A combination of ART 78 and 79 may be taken a maximum of four times. R A 3

ART 79    ADVANCED LIFE SCULPTURE
Recommended Preparation: ART 78
A course in which students expand their ability to sculpt from the live model to include larger scale and the materials of wood and/or stone. A combination of ART 78 and 79 may be taken a maximum of four times. R A 3

ART 80    BEGINNING DRAWING
Recommended Preparation: ART 80
Emphasizes the development of perceptual and technical skills in drawing. This course will include line, shape, proportion, value, and composition in the representation of still life and other subject matter using dry media. A combination of ART 80, 81, and 82 may be taken a maximum of four times. R A 3

ART 81    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. R A 3

ART 82    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. R A 3

ART 85    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. R A 3

ART 86    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. R A 3

ART 87    ADVANCED LIFE DRAWING
Recommended Preparation: ART 86
Emphasizes a thorough understanding of anatomy for the artist. Uses the human figure as the basis of both representational and more abstract and expressionistic drawing. A combination of ART 86, 87, and 88 may be taken a maximum of four times. R A 3

ART 100    ART GALLERY/DISPLAY AND EXHIBITION
Recommended Preparation: ART 100
Designed to introduce students to a variety of aspects in working and running a non-profit/educational art gallery. Students will participate in the planning of shows along with the practical experience of preparing and installing shows in the Saddleback College Art Gallery. Students will visit local galleries and museums to further enhance their ideas of the functions of an art gallery. R E 3

ART 120    TOUR-ART HISTORY/APPRECIATION
Recommended Preparation: ART 120
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. R E 3

ART 133    BEGINNING JEWELRY
Recommended Preparation: ART 40
A studio course emphasizing basic, traditional, and contemporary concepts, processes, and techniques in the making of jewelry, including soldering, stone setting, and lost wax casting. A combination of ART 133 and 134 may be repeated four times. R A 3

ART 134    ADVANCED JEWELRY
Recommended Preparation: ART 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 and 134. R A 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 and experimentation in the areas of color overlay, halftones, and poster designs. 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. Projects encourage exploration and control in a variety of design applications. Recognition and choice of techniques in translating ideas into renderings. Also listed as GD 141. Credit given in either area, not both.

ART 142
PACKAGE DESIGN
Introduction to traditional and computer-generated construction and layout 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 explored. Includes discussion and practicing type styles and characteristics. Construction and development of type styles, familiarization with spacing techniques, and relationships and knowledge of tools employed. Computers and terminology utilized with typography preparation. Also listed as GD 144. Credit given in either area, not both.

ART 145
GRAPHIC ILLUSTRATION
Develop illustrations 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 select 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: ART 70
A specialized course in foundry procedures. Activities will include direct and indirect techniques of developing wax molds 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, sprue 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

ART 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.

ART 216
INTERMEDIATE CERAMICS HANDBUILDING
Recommended Preparation: ART 10
Emphasizing a continuation of basic handbuilding techniques. The focus is on developing the individual's skills in design, fabrication, and finishing. Form and function are stressed. A combination of ART 10, 216 or 217 may be taken a maximum of four times. R A 3

ART 217
ADVANCED CERAMICS HANDBUILDING
Recommended Preparation: ART 216
A continuation of handbuilding techniques and skills with emphasis placed on individualized student projects. The focus will be on contemporary issues of scale, design, and concept. A combination of ART 10, 216 or 217 may be taken a maximum of four times. R A 3

ART 240
GRAPHIC DESIGN B
Study of design concepts to explore organization of visual elements to graphics. Studio work will include layout and production of designed formats (magazine ads, logos, T.V., story board, newspaper ads) and conceptualization techniques in the graphic-design field, as well as portfolio preparation. Also listed as GD 240. Credit given in either area, not both.

ART 250
PLEIN AIR LANDSCAPE PAINTING
Recommended Preparation: ART 50
Explores the process of painting out-of-doors. Includes the study of the history and tradition of this genre, painting mechanics, angles and consequent values, design, light, aerial perspective, linear perspective, color natural symbols, composition, main line and theme. R E 3

ART 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

ASTRONOMY

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.
ASTR 25
OBSERVATIONAL ASTRONOMY
Recommended Preparation: ASTR 20
An introductory observational astronomy course to cover various observational targets, tools, and methods, through actual observation and experimentation. Students will use college-owned telescopes to observe the sun, moon, planets, available comets, multiple stars, variable stars, and deepsky objects including nebulae and galaxies. Additional laboratory and/or observation hours to be arranged. Field trips may be required to fulfill the course objectives.

ASTR 45
FROM BIG BANG TO BLACK HOLES
Recommended Preparation: ASTR 20
An introductory, non-mathematical course in cosmology and relativity. Study of the origin, present state and ultimate state of the universe as described by various modern theories and observations. Also included will be the study of violent sources of energy such as quasars and black holes and their role in the evolving universe.

ASTR 130
INTRO 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 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

AUTOMOTIVE FUNDAMENTALS
Introduction to the principles of operation of modern automotive 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.

AUTOMOTIVE ELECTRICAL SYSTEMS
Recommended Preparation: AUTO 100
Operating principles, troubleshooting techniques, and repair procedures of electrical systems and battery-starter systems. Demonstrated lectures and practical experience in the laboratory on batteries, starter systems, alternator-generator charging systems, and accessory and lighting systems. Scan tool and digital multimeter techniques will be emphasized. R E 3

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 (CACCC) requirements. R E 3

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 (CACCC) requirements. R E 3

AUTOMOTIVE SUSPENSION AND ALIGNMENT
Recommended Preparation: AUTO 100
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

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

AUTOMATIC TRANSMISSION
Recommended Preparation: AUTO 107
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 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

AUTO 109 CALIFORNIA B.A.R. BASIC AREA CLEAN AIR CAR COURSE
Recommended Preparation: Completion of or concurrent enrollment in AUTO 102 or 103
Prepares students for the B.A.R. State of California Licensed Smog Check Technician Exam. Covers the study of proper procedures for inspection, testing, repair and certification of vehicle emissions within California Clean Air Car course standards. For State certification students must meet Bureau of Automotive Repair requirements. R E 1

AUTO 109 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

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

AUTO 205 ADVANCED SMOG UPDATE TRAINING
California B.A.R. approved update course covers the required emission update program. In-depth program covering current laws and regulations, ASM testing, and emission diagnostics used to inspect, test and repair late model vehicles. R E 3

AVIA 110 BASIC AVIATION SCIENCE
Covers basic aerodynamics, flight data, meteorology, navigation, radio communications, Federal Aviation Administration regulations, and general service and operation of aircraft. Field trips may be required.

AVIA 151 COMMERCIAL AND INSTRUMENT GROUND SCHOOL
Recommended Preparation: AVIA 110
Covers the Federal Aviation Administration regulations for the instrument and commercial flight ratings. The aeronautical knowledge in preparation for the FAA exams includes lectures on regulations, meteorology, navigation, flight performance, flight instruments, ATC, flight planning, and required publications review.

BIO 3A GENERAL BIOLOGY I
Prerequisite: MATH 253
Recommended Preparation: High school biology or chemistry or BIO 20
Presents the principles of life and life processes with an emphasis on cellular chemistry, cellular structure, cellular energetics, evolution, molecular biology, genetics, and ecology of living organisms. Field trips may be required to fulfill the objectives of the course. (Formerly BIO 1A)

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)

BIO 3C BIOCHEMISTRY AND MOLECULAR BIOLOGY
Prerequisite: MATH 253
Recommended Preparation: BIO 3A and completion of or concurrent enrollment in CHEM 12A
An introduction to biochemistry and molecular biology. Included are discussions of biological macromolecules, energy production, metabolic pathways and regulation, genetic code and genomics, DNA replication, transcription and RNA processing, translation, and gene regulation. Laboratory activities will include use of visible and UV spectroscopy, chromatography, cell fractionation and ultracentrifugation, protein purification, electrophoresis, and recombinant DNA methods. This course is designed for biology majors and health pre-professionals. Field trips may be required to fulfill the objectives of the course. (Formerly BIO 1C)

BIO 11 HUMAN ANATOMY
Recommended Preparation: 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.

BIO 12 HUMAN PHYSIOLOGY
Recommended Preparation: BIO 11 and CHEM 108
A course in human physiology that will center on the functioning and integration of the major organ systems. Emphasis will be placed on the cardiovascular, excretory, respiratory, digestive, and nervous systems and their interactions. Extensive use of physiographs will be included in the laboratory sessions. Field trips may be required to fulfill the objectives of this course. It is designed for biology majors and health pre-professionals.

BIO 15 GENERAL MICROBIOLOGY
Recommended Preparation: College-level biology course; CHEM 108
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units/Credit Hours</th>
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<tbody>
<tr>
<td>BIO 18</td>
<td>4/3/3</td>
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<tr>
<td><strong>INTRODUCTION TO ECOLOGY</strong></td>
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<tr>
<td>Examines the relationship among organisms (including humans) and their environment, with an emphasis upon understanding the casual mechanisms underlying each phenomenon. Learning activities will include formal laboratory investigations, examination of live animals and plants, and short field trips to surrounding areas. Also listed as ENV 18. Credit given in either area, but not both.</td>
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<tr>
<td>BIO 19</td>
<td>4/3/3</td>
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<tr>
<td><strong>MARINE BIOLOGY</strong></td>
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<tr>
<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>
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<tr>
<td>BIO 20</td>
<td>4/3/3</td>
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<tr>
<td><strong>INTRODUCTION TO BIOLOGY</strong></td>
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<tr>
<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>
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<tr>
<td>BIO 24</td>
<td>3/2/3</td>
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<tr>
<td><strong>NATURAL HISTORY OF CALIFORNIA</strong></td>
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<tr>
<td>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>
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<tr>
<td>BIO 25</td>
<td>3/3/0</td>
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<tr>
<td><strong>ENVIRONMENTAL HAZARDS TO HEALTH</strong></td>
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<tr>
<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>
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<tr>
<td>BIO 40</td>
<td>3/3/0</td>
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<tr>
<td><strong>MODERN THEORIES OF EVOLUTION</strong></td>
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<tr>
<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>
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<tr>
<td>BIO 41</td>
<td>2/2/0</td>
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<tr>
<td><strong>HUMAN GENETICS</strong></td>
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<tr>
<td>Recommended Preparation: A previous course in biology. A survey of human genetics with references to normal and abnormal genetic development. Acquaints the non-biology major with the basic concepts of human heredity and development. Field trips may be required to fulfill the objectives of this course.</td>
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<tr>
<td>BIO 42</td>
<td>3/3/0</td>
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<tr>
<td><strong>ANIMAL BEHAVIOR</strong></td>
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<tr>
<td>Recommended Preparation: BIO 20. An analysis of the genetic, chemical, environmental, and experimental determinants of animal behavior. Discussions of gross manifestations and mechanisms of animal behavior will also be included.</td>
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<tr>
<td>BIO 45</td>
<td>3/3/0</td>
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<tr>
<td><strong>BIOLOGY OF HUMAN DISEASE</strong></td>
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<tr>
<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 physiological systems. This course does not meet the requirements of anatomy, physiology, or pathophysiology for nursing students.</td>
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<tr>
<td>BIO 106</td>
<td>3/3/0</td>
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<tr>
<td><strong>NATURAL RESOURCE CONSERVATION</strong></td>
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<tr>
<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>
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<tr>
<td>BIO 112</td>
<td>3/3/0</td>
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<tr>
<td><strong>PATHOPHYSIOLOGY</strong></td>
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<tr>
<td>Recommended Preparation: BIO 11, 12, and CHEM 108. 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. Provider approved by the California BRN, Provider Number CEP00.</td>
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<tr>
<td>BIO 113</td>
<td>4/3/3</td>
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<tr>
<td><strong>HUMAN ANATOMY AND PHYSIOLOGY</strong></td>
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<tr>
<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>
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<tr>
<td>BIO 175</td>
<td>1/5/1.5</td>
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<tr>
<td><strong>BIOLOGY FIELD STUDIES: EASTERN SIERRA MOUNTAINS</strong></td>
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<tr>
<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>
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<tr>
<td>BIO 176</td>
<td>2/1/3</td>
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<tr>
<td><strong>BIOLOGY FIELD STUDIES: SAGUARO NATIONAL PARK</strong></td>
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<tr>
<td>Study of plants and animals located in the Saguaro National Park. Includes community composition, soils, water, desert ecosystems, desert origin and development, plant and animal behavior and adaptations to xerophytic climates, symbiosis, and desert ecosystem dynamics and succession.</td>
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<tr>
<td>BIO 179</td>
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<tr>
<td><strong>BIOLOGY FIELD STUDIES: COLORADO RIVER</strong></td>
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<tr>
<td>A study of the flora and fauna and natural history of selected sites within the Colorado River and adjacent areas.</td>
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<tr>
<td>BIO 181</td>
<td>1/5/1.5</td>
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<tr>
<td><strong>BIOLOGY FIELD STUDY: DEATH VALLEY NATIONAL MONUMENT</strong></td>
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<tr>
<td>A study of the plants and animals and the natural history of Death Valley National Park and adjacent areas.</td>
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<tr>
<td>BIO 186</td>
<td>1/5/1.5</td>
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<tr>
<td><strong>BIOLOGY FIELD STUDIES: GRAND CANYON NATIONAL PARK</strong></td>
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<tr>
<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 188</td>
<td>1/5/1.5</td>
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<tr>
<td><strong>BIOLOGY FIELD STUDIES: YOSEMITE NATIONAL PARK</strong></td>
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<tr>
<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>
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<td>BIO 189</td>
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<tr>
<td><strong>SPECIAL TOPICS</strong></td>
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</table>

**BUS 120 ESSENTIALS OF BUSINESS MANAGEMENT**

Recommended Preparation: CIM 230

Create and deliver business-oriented presentations using presentation software. Includes locating, evaluating, synthesizing, outlining, and reporting on business communication situations using computer databases. Includes interpersonal communication, teamwork, and leadership skills, interviewing, business etiquette, and the reduction of communication anxiety. Students will improve their listening skills as well as their oral and nonverbal competencies necessary for workplace success.

**BUS 104 BUSINESS COMMUNICATION**

Prerequisite: BUS 103 or ENG 1A

Recommended Preparation: CIM 230

Presents the principles and styles of effective written business communications. Analyze business case studies to create appropriate documents and compose business letters, memorandums, reports, and employment-related documents. Develop planning, organizing, and outlining skills as well as editing proficiency. Improve ethical and cultural sensitivity, grammar skills, and writing style. Participate in team and online activities.

**BUS 12 BUSINESS LAW**

Introduction to the legal environment of American business including history, legal systems, social, ethical, and political forces affecting the development and operation of the legal system. A focal point of the course is the law of contracts and sales of goods. Additional topics include ethical considerations impacting management's decision-making, torts, crimes, business organizations, bailments, agency and employment, product liability, and constitutional issues. May be offered by mediated mode of instruction.

**BUS 14 LEGAL ENVIRONMENT OF BUSINESS**

Focuses on the legal system as it affects the business environment. Introduces the student to the history, sources, and creation of law and its impact on business and society. The student will critically analyze both legal consequences and the law's effects on social and ethical responsibilities. Emphasis is on law as it pertains to the court system, alternative dispute resolution, contracts, torts, product liability, crimes, intellectual property, real and personal property, Internet, agency and employment, business entities, regulation of American business, international business, and protection of the environment. May be offered by mediated mode of instruction.

**BUS 31 TEXTILES**

Fabric selection and care considering fibers, yarns, weaves and color. Emphasis on properties of fiber as related to their end use and consumer understanding of fiber performance. Also listed as FASH 31. Credit given in either area, not both.

**BUS 103 BUSINESS ENGLISH**

Studies the basics of English grammar and sentence structure through short exercises with business themes. Focuses on correcting the most common errors of grammar, punctuation, and usage. Includes review of the parts of speech, improvement of spelling and vocabulary, and proofreading. Lays the foundation for clear business writing. May be offered by mediated mode of instruction.

**BUS 116 PERSONAL LAW**

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, credit reports, identity theft, and dispute resolution. Emphasis is on preventive law to minimize stress associated with legal problems and achieve optimal physical and mental health.

**BUS 191 BIOLOGY FIELD STUDIES: SEQUOIA NATIONAL PARK**

Studies the flora and fauna and natural history of selected sites within Sequoia National Park and adjacent areas. Scheduled to minimize conflicts with other classes.

**BUS 194 BIOLOGY FIELD STUDIES: CALIFORNIA COASTLINE**

A study of the ecology of the California coastline environments. Includes origin of estuaries, morphology and parameters of estuarine basins, estuarine shores and substrates, and flora and fauna identification.

**BUS 201 ANATOMY AND PHYSIOLOGY FOR PARAMEDICS**

A human anatomy and physiology survey course designed specifically for the EMS and paramedic students. A review of the basic human systems to prepare the student for course work in the Paramedic program. Not intended for transfer students or the Saddleback College Nursing Program.
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, work force diversity, and solutions aimed at greater productivity of the individual, groups, customer service, and project management.

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. 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 service, and current problems and trends, as they apply to the retailing of goods and services.

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. May be offered by mediated mode of instruction. (ID Regional Program #160)

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  3/2/2
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 to be given in either area, not both. R E 3

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, not both. R E 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. 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. May be offered by mediated mode of instruction. (ID Regional Program #1280)

BUS 221  HUMAN RESOURCES MANAGEMENT  3/3/0
Introduction to the functional areas of human resources management and its role in and relationship to organizations. Provides a basic understanding of human resource management and personnel administration functions and the strategies involved in the decision-making, problem solving, and challenges that affect organizations. Includes 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  3/3/0
An overview of various aspects of exporting and importing a product or service. 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. May be offered by mediated mode of instruction.

BUS 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
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<tr>
<th>Course Prefix</th>
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<tbody>
<tr>
<td>BUS 290</td>
<td>1/1/0</td>
<td>DYNAMICS OF THE JOB SEARCH</td>
<td>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. May be offered by mediated mode of instruction. RE 3</td>
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<tr>
<td>BUS 295</td>
<td>1/1/0</td>
<td>INTERNSHIP</td>
<td>Corequisite: CWE 168/169 Offered specifically to business and computer and information management students with entry-level skills. Taken during the final semester of certificate program. Designed to provide a realistic training environment in which the student will refine technological, procedural, decision-making, and interpersonal skills. Career goals, analysis and application, interviewing, and resume writing will be emphasized. May be offered by mediated mode of instruction. RE 3</td>
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**Chemistry**

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<th>Course Prefix</th>
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<th>Lab Hours Per Week</th>
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<tbody>
<tr>
<td>CHEM 1A</td>
<td>5/3/6</td>
<td>GENERAL CHEMISTRY</td>
<td>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, thermochemistry, gases, liquids, solids and solutions.</td>
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<tr>
<td>CHEM 1B</td>
<td>5/3/6</td>
<td>GENERAL CHEMISTRY</td>
<td>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.</td>
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<tr>
<td>CHEM 3</td>
<td>4/3/3</td>
<td>FUNDAMENTAL CHEMISTRY</td>
<td>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, thermochemistry, atomic and molecular structure, bonding, gases, solutions, equilibrium, acids, and bases.</td>
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<tr>
<td>CHEM 12A</td>
<td>5/3/6</td>
<td>ORGANIC CHEMISTRY</td>
<td>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.</td>
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<tr>
<td>CHEM 12B</td>
<td>5/3/6</td>
<td>ORGANIC CHEMISTRY</td>
<td>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.</td>
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<tr>
<td>CHEM 106</td>
<td>2/2/0</td>
<td>BASICS OF CHEMISTRY</td>
<td>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.</td>
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<tr>
<td>CHEM 108</td>
<td>4/3/3</td>
<td>INTRODUCTION TO GENERAL, ORGANIC, AND BIOCHEMISTRY</td>
<td>A study of inorganic, organic, and biochemistry for health pre-professionals and non-science majors. Ideal for students planning to enter nursing and dental hygiene programs. Designed as the first chemistry course to assist students in biology and health-related professions. The focus is on the biochemistry of the human body. Health, nutrition, and basic laboratory techniques are included.</td>
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<tr>
<td>CHEM 120</td>
<td>4/3/3</td>
<td>CHEMISTRY OF EVERYDAY LIFE</td>
<td>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 ENV 120. Credit given in either area, not both.</td>
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<tr>
<td>CHEM 189</td>
<td>5/4-5/4-5/9</td>
<td>SPECIAL TOPICS</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. RE 3</td>
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<tr>
<td>CHEM 299</td>
<td>1/1/0</td>
<td>COMPUTER-ASSISTED CHEMISTRY</td>
<td>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. RE 3</td>
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**Child Development and Educational Studies**

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<th>Course Prefix</th>
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<th>Units</th>
<th>Lecture Hours Per Week</th>
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<tr>
<td>CDES 110</td>
<td>3/2/2</td>
<td>INTRODUCTION TO EARLY CHILDHOOD PROGRAMS AND PRACTICES</td>
<td>Limitation: TB results on file in Student Health Center An introduction to programs and developmentally appropriate teaching practices and curriculum planning for children from infancy to age eight. Beginning students will observe and participate in basic interactions with children. Historical perspectives, trends, and staff roles and responsibilities, block play, puppets, cooking, and various learning center components will be emphasized. May be offered by mediated mode of instruction (formerly HD 110).</td>
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<tr>
<td>CDES 111</td>
<td>3/3/0</td>
<td>CHILD GUIDANCE</td>
<td>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. May be offered by mediated mode of instruction (formerly HD 120).</td>
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CODES 112
HEALTH, SAFETY, AND NUTRITION FOR CHILDREN
An overview of health, safety and nutrition for young children. Identification of the methods for implementing a safe early childhood environment including earthquake and disaster preparedness, planning and facilitating a sound nutrition program, and evaluating health practices will be included (formerly HD 151).

CODES 113
EARLY CONCEPTS OF SCIENCE AND NUMERACY
Recommended Preparation: CDES 110
Focuses on early concept development in science and numeracy 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 for working with number concepts and fostering a sense of inquiry in the child as a foundation for the child's success in the primary grades. This course does not meet GE math competency requirements (formerly HD 150).

CODES 114
EARLY CREATIVE ARTS AND MUSIC
Recommended Preparation: CDES 110
Presents the techniques and application of music and art media used in the creative development of the young child. May be offered by mediated mode of instruction (formerly HD 131).

CODES 115
EARLY LITERACY FOUNDATIONS AND DRAMATIC ARTS
Recommended Preparation: CDES 110
Students learn to develop curricula in literacy and dramatic arts that are appropriate for the age and developmental level of the child. Includes national standards, strategies for working with concepts of print, fostering phonemic awareness and developmental benefits of dramatic play (formerly HD 145).

CODES 116
TEACHING IN MULTILINGUAL CLASSROOMS
Focuses on strategies, methodologies, and practical approaches used for teaching children in multilingual classroom settings structured to meet the needs of English language learners, including a guided acquisition design.

CODES 117
CULTURE AND DIVERSITY IN CLASSROOMS
Provides early childhood educators with principles and methodology of anti-bias curriculum. Emphasis on skills needed to develop a culturally relevant teaching environment and non-stereotypic developmentally appropriate multicultural materials. May be offered by mediated mode of instruction (formerly HD 106).

CODES 118
EXCEPTIONAL CHILDREN
An introduction to special education. 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. May be offered by mediated mode of instruction (formerly HD 112).

CODES 119
PERCEPTUAL-MOTOR DEVELOPMENT FOR CHILDREN
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 (formerly HD 170).

CODES 120
OBSERVATIONS OF YOUNG CHILDREN
Recommended Preparation: PSYC 7
Introduction to the skills and methods used to observe preschool children in various settings. Emphasis will be on recording and interpreting child behaviors and teaching strategies within a developmental perspective. May be offered by mediated mode of instruction (formerly HD 101).

CODES 121
EARLY CHILDHOOD CURRICULUM AND STUDENT TEACHING
Prerequisite: CDES 120
Limitation: TB test results on file in the Student Health Center
Corequisite: CWE 168 OR 169
Recommended Preparation: CDES 113, 114, 115
Designing curriculum and utilizing developmentally appropriate assessment methods to foster the child's competence in all areas of developmental creativity, emotional development, physical, social relationships, and cognitive skills. May be offered by mediated mode of instruction (formerly HD 160).

CODES 123
INFANT AND TODDLER DEVELOPMENT AND GROUP CARE
Development and behavior in children from conception to age three. Characteristics, social, physical, and sensori-motor behavior patterns of infants and toddlers in relation to the environment will be explored through theory and direct observation. May be offered by mediated mode of instruction (formerly HD 104).

CODES 125
SCHOOL-AGE CHILDREN AND YOUTH
An integrated approach to designing, planning and implementing a developmentally appropriate curriculum for school-age children and youth. Includes techniques for effective discipline and guidance, and dynamics of working as a team member. This course applies towards the licensing requirements for school-age children and youth. May be offered by mediated mode of instruction (formerly HD 266, 267, 268).

CODES 127
ADULT SUPERVISION AND MENTOR PRACTICES
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 (formerly HD 175).

CODES 128
ADMINISTRATION OF YOUNG CHILDREN'S SETTINGS: PROGRAM
Prerequisite: CDES 110
Recommended Preparation: PSYC 7 and 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. May be offered by mediated mode of instruction (formerly HD 190).
CDES 129  3/3/0  ADMINISTRATION OF YOUNG CHILDREN’S SETTINGS: MANAGEMENT
Prerequisite: CDMS 110
Recommended Preparation: PSYC 7 and SOC 15
Designed to prepare administrators of settings for young children. Emphasis is on preliminary steps: start-up, licensing requirements, operational and on-going costs, recordkeeping, managerial decision-making, time management, legal issues, regulations and requirements. May be offered by mediated mode of instruction (formerly HD 191).

CDES 130  3/2/2  EXPLORATIONS IN K-12 EDUCATION
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 for students who are considering a teaching career. Provides for early and frequent opportunities to engage in field experiences that are linked to college and university coursework. May be offered by mediated mode of instruction (formerly ED 105).

CDES 131  3/3/0  EDUCATIONAL PSYCHOLOGY
Focuses on the basic principles of psychology that are pertinent to education, including abilities, intelligence, social and emotional factors, and principles of learning. May be offered by mediated mode of instruction (formerly ED 110).

CDES 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

CDES 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 (formerly HD 201).

CDES 202  3/3/0  FOUNDATIONS FOR FAMILY CHILD CARE PROVIDERS
Provides current or future family child care providers with effective strategies for all aspects of a successful, quality family child care business. Parent/provider contracts, recordkeeping, interviewing, communication, licensing and national standards of quality will be addressed. Developmentally appropriate indoor and outdoor activities will be included as well as ideas for mixed aged groups of children. May be offered by mediated mode of instruction (formerly HD 215).

CDES 203  1/1/0  PROFESSIONAL DEVELOPMENT FOR EARLY CHILDHOOD EDUCATORS
Overview of the state and local requirements for early childhood professionals. Includes state requirements for teachers, directors, and family child care providers. The components of an early childhood teacher’s portfolio are discussed. May be offered by mediated mode of instruction;  R E 3

CDES 209  .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

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 1 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. Areas 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**

**CLASS 5**

**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**

**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. May be offered by mediated mode of instruction.

**CA 29**

**WOMEN IN FILM AND TELEVISION**

A historical perspective on the role of women in film. Examines political, economic, and philosophical highlights of 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**

**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**

**FILM PRODUCTION I**

Learn 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. A combination of CA 31 and 32 may be taken a maximum of four times. R A 3

**CA 32**

**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 style film, using advanced digital film production equipment and editing on advanced non-linear programs. A combination of CA 31 and 32 may be taken a maximum of four times. R A 3

**CA 40**

**TELEVISION AND FILM SCRIPTWRITING I**

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. A combination of CA 40 and 142 may be taken a maximum of four times. R A 3

**CA 42**

**TELEVISION AND FILM DIRECTING**

Recommended Preparation: CA 124

Provides students training in the elements of directing for film and television. Includes blocking and directing talent and cameras. Switching live to tape and post-production elements for studio and location shooting also covered.

**CA 100**

**INTRODUCTION TO RADIO, TV, AND FILM**

Exploration of the history and organization of the radio, TV, and film industry. Provides an overview of the technologies and organizational structure of the industry with emphasis on career opportunities in radio, TV, and film.

**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 terminology and current equipment technology will be applied to pre-production, production, and post-production.

**CA 113**

**RADIO BROADCASTING**

Explores the basic elements of radio broadcasting. Areas include station organization, music and talk programming formats, promotions, sales, announcing, and FCC regulations. Prepares students for advanced course and participation in actual on-air experiences at KSBR.

**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. R E 3

**CA 115**

**BROADCASTING ON KSBR RADIO**

Recommended Preparation: CA 110, 113

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 multi-track music recording process, basic tracks, overdubbing, and mixdown. Students will receive hands-on experience with professional 24 track digital recording equipment while the class participates in a variety of recording projects. Also listed as MUS 118. Credit given in either area, not both.

**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.
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<tbody>
<tr>
<td>CA 125</td>
<td>4/3/3</td>
<td>TELEVISION PRODUCTION II</td>
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<td>Recommended Preparation: CA 124</td>
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<td>An advanced course in producing television programming with an emphasis on shooting, directing, and editing, using industry-standard equipment.</td>
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<tr>
<td>CA 126</td>
<td>2/0/4</td>
<td>TELEVISION PRODUCTION III</td>
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<td>Recommended Preparation: CA 124</td>
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<td>A hands-on production course emphasizing 3-camera and single camera shooting. Students will produce, direct, and crew programs airing on Saddleback College television.</td>
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<tr>
<td>CA 127</td>
<td>2/0/4</td>
<td>VIDEO LOCATION PRODUCTION</td>
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<td></td>
<td></td>
<td>Recommended Preparation: CA 124</td>
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<td></td>
<td></td>
<td>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.</td>
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<tr>
<td>CA 131</td>
<td>3/2/2</td>
<td>NON-LINEAR EDITING I</td>
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<td></td>
<td></td>
<td>Recommended Preparation: CA 124</td>
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<td>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. A combination of CA 131 and 232 may be taken a maximum of four times.</td>
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<tr>
<td>CA 132</td>
<td>3/2/2</td>
<td>NON-LINEAR EDITING II</td>
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<td></td>
<td></td>
<td>Recommended Preparation: CA 124</td>
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<td></td>
<td>Using lecture, practical demonstra-</td>
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<td>tions, 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. A combination of CA 131 and 232 may be taken a maximum of four times.</td>
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<tr>
<td>CA 133</td>
<td>3/2/2</td>
<td>DIGITAL CINEMA PRODUCTION BASICS</td>
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<td></td>
<td></td>
<td>Recommended Preparation: CA 29 or 30</td>
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<td></td>
<td>Basic production techniques. Intro-</td>
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<td>duction to the aesthetics of digital cinema production. Develop an understanding of the film, video, and digital vocabulary along with a working knowledge of the various crew descriptions and their responsibilities. Includes production equipment such as digital video cameras and recorders, digital and analog audio equipment, lighting, grip, and linear and non-linear editing systems.</td>
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<tr>
<td>CA 138</td>
<td>3/3/0</td>
<td>ADVERTISING</td>
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<td>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.</td>
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<tr>
<td>CA 141</td>
<td>3/3/0</td>
<td>RADIO AND TELEVISION ANNOUNCING AND VOICE-OVER</td>
<td></td>
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<td>Develop 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.</td>
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<tr>
<td>CA 142</td>
<td>3/3/1</td>
<td>TELEVISION AND FILM SCRIPTWRITING II</td>
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<td></td>
<td>Recommended Preparation: CA 40</td>
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<td>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 four times.</td>
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<tr>
<td>CA 189</td>
<td>.5-4, 5-4, 5-9</td>
<td>SPECIAL TOPICS</td>
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<tr>
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<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. Support.</td>
<td></td>
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<tr>
<td>CA 232</td>
<td>3/2/2</td>
<td>NON-LINEAR EDITING II</td>
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<td></td>
<td></td>
<td>Recommended Preparation: CA 131</td>
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<td>Using lecture, practical demonstra-</td>
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<td>tions, 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. A combination of CA 131 and 232 may be taken a maximum of four times.</td>
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<tr>
<td>CA 233</td>
<td>1/1/0</td>
<td>RADIO/TELEVISION/FILM INTERNSHIP</td>
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<td></td>
<td></td>
<td>Corequisite: CWE 168/169</td>
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<td></td>
<td>Recommended Preparation: CA 31 or 110 or 124</td>
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<td></td>
<td>Develop job skills in a professional working environment, such as a radio station, television production company, or film studio.</td>
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<tr>
<td>CA 235</td>
<td>3/2/2</td>
<td>2D MOTION GRAPHICS</td>
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<td>Recommended Preparation: CA 131</td>
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<td>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.</td>
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<tr>
<td>CA 236</td>
<td>3/2/2</td>
<td>ADVANCED 2D/3D MOTION GRAPHICS</td>
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<td></td>
<td></td>
<td>Prerequisite: CA 131</td>
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<td></td>
<td></td>
<td>Recommended Preparation: CA 29 or 30 or 235</td>
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<td>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.</td>
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<tr>
<td>CA 237</td>
<td>3/2/2</td>
<td>DIGITAL COMPOSITING AND EFFECTS</td>
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<td></td>
<td></td>
<td>Prerequisite: CA 131</td>
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<td></td>
<td>Recommended Preparation: CA 29 or 30 or 235</td>
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<td>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.</td>
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</tbody>
</table>
BUSINESS PROGRAMMING I: VISUAL BASIC

Recommended Preparation: CIM 2A
Expands upon the object-oriented, event-driven paradigm of Rapid Application Development (RAD) using Visual Basic and supplemental custom controls. Topics covered include third-party extensions to Visual Basic, application development using current/accepted programming conventions, creating client/server front ends to ODBC databases using Data Access Object, creating custom reports, and tapping the resources of the Windows Dynamic Link Libraries. May be offered by mediated mode of instruction. R E 1

BUSINESS PROGRAMMING I: C++

Recommended Preparation: CIM 6A
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. May be offered by mediated mode of instruction. R E 1

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

BUSINESS PROGRAMMING II: VISUAL BASIC

Recommended Preparation: CIM 2A
Expands upon the object-oriented, event-driven paradigm of Rapid Application Development (RAD) using Visual Basic and supplemental custom controls. Topics covered include third-party extensions to Visual Basic, application development using current/accepted programming conventions, creating client/server front ends to ODBC databases using Data Access Object, creating custom reports, and tapping the resources of the Windows Dynamic Link Libraries. May be offered by mediated mode of instruction. R E 1

BUSINESS PROGRAMMING: JAVA—BEGINNING

Recommended Preparation: CIM 2A 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, arrays, inheritance, information hiding, polymorphism, encapsulation, primitive types, flow control, applets, interfaces, packages, and the Java API. May be offered by mediated mode of instruction. R E 1

BUSINESS PROGRAMMING: JAVA—ADVANCED

Recommended Preparation: CIM 7A
An in-depth study of advanced Java programming concepts including concentrated preparation for the Java Certificate Programmers Exam. Provides skill for advanced programming, sockets, exception handling, HTML, threads, multithreading, swing, AWT, graphics, API, and inheritance. R E 1

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. May be offered by mediated mode of instruction.

BUSINESS PROGRAMMING: JAVA—ADVANCED

Recommended Preparation: CIM 10
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.

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. May be offered by mediated mode of instruction. R E 3

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, telecommunicate 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. May be offered by mediated mode of instruction.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Week Lecture</th>
<th>Week Lab</th>
<th>Repeatability</th>
<th>Model No. of Repeats</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE 2</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
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</tr>
</tbody>
</table>

### Courses

#### CIM 121A
**KEYBOARDING FOR COMPUTERS: BEGINNING**
- **Recommended Preparation:** CIM 121A
- 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. May be offered by mediated mode of instruction. **R E 3**

#### CIM 121B
**KEYBOARDING FOR COMPUTERS: INTERMEDIATE**
- **Recommended Preparation:** CIM 121B
- Improves keyboarding speed and accuracy. Introduces word processing command keys and formats to produce basic tables, business letters, and reports. May be offered by mediated mode of instruction. **R A 3**

#### CIM 121C
**KEYBOARDING FOR COMPUTERS: ADVANCED**
- **Recommended Preparation:** CIM 121C
- Builds 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 171
**COMPUTER OPERATING SYSTEMS: WINDOWS COMMAND LINE INTERFACE**
- **Recommended Preparation:** CIM 171B 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. May be offered by mediated mode of instruction. **R E 3**

#### CIM 174B
**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 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**

#### CIM 205
**INTRODUCTION TO SQL**
- **Recommended Preparation:** CIM 174A or 174
- Course in using Structured Query Language (SQL), using Oracle, to create, manipulate, and query databases. Covers the fundamentals of database design with a relational database, entity-relationship diagrams, normalization guidelines, concurrency issues, includes creating databases and tables using SQL, the basics of table indexing, and how to do simple and complex table queries using SQL. Triggers and stored procedures will also be covered. May be offered by mediated mode of instruction. **R E 1**

#### CIM 213A
**OFFICE SKILLS—OFFICE PROCEDURES**
- An introduction to office procedures and 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. May be offered by mediated mode of instruction. **R E 3**

#### CIM 213B
**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. May be offered by mediated mode of instruction. **R E 3**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 213D</td>
<td>OFFICE SKILLS—WINDOWS</td>
<td>0.5/0.5/2.5</td>
<td>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. May be offered by mediated mode of instruction.</td>
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<tr>
<td>CIM 213E</td>
<td>OFFICE SKILLS—WORD PROCESSING (WORD)</td>
<td>0.5/0.5/2.5</td>
<td>A self-paced entry-level 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. May be offered by mediated mode of instruction.</td>
</tr>
<tr>
<td>CIM 213F</td>
<td>OFFICE SKILLS—SPREADSHEETS (EXCEL)</td>
<td>0.5/0.5/2.5</td>
<td>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. May be offered by mediated mode of instruction.</td>
</tr>
<tr>
<td>CIM 213G</td>
<td>OFFICE SKILLS—DESKTOP PRESENTATION FOR BUSINESS (POWERPOINT)</td>
<td>0.5/0.5/2.5</td>
<td>A self-paced, entry-level course to provide beginning information and training in the use of desktop presentation (PowerPoint) software for business applications. Students create, modify, and enhance desktop presentations. May be offered by mediated mode of instruction.</td>
</tr>
<tr>
<td>CIM 213H</td>
<td>OFFICE SKILLS—DATABASE (ACCESS)</td>
<td>0.5/0.5/2.5</td>
<td>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. May be offered by mediated mode of instruction.</td>
</tr>
<tr>
<td>CIM 213J</td>
<td>OFFICE SKILLS—DESKTOP PUBLISHING (PUBLISHER)</td>
<td>0.5/0.5/2.5</td>
<td>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. May be offered by mediated mode of instruction.</td>
</tr>
<tr>
<td>CIM 214</td>
<td>WORD PROCESSING: WORD</td>
<td>3/3</td>
<td>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 will be provided. May be offered by mediated mode of instruction.</td>
</tr>
<tr>
<td>CIM 216</td>
<td>SPREADSHEETS: EXCEL</td>
<td>3/3</td>
<td>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. May be offered by mediated mode of instruction.</td>
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<tr>
<td>CIM 218</td>
<td>DATABASE: ACCESS</td>
<td>3/3</td>
<td>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.</td>
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<tr>
<td>CIM 221</td>
<td>MANAGING PROJECTS WITH MICROSOFT PROJECT</td>
<td>3/3</td>
<td>Recommended Preparation: CIM 216 or 216A/B, and 218 Learn to create a complete project schedule with tasks and task relationships. Edit and organize a project, assign resources to the tasks, use Project views to get information, format, and print views, Gantt charts, calendars, and reports. Learn to sort, find, and filter tasks or resources in a project; use views, tables, details, groups, and filters to view project information; create and edit views, tables, and filters; shorten the critical path of the project; manage the project’s resources; manage and view cost information; and track the completion of tasks in the project.</td>
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<tr>
<td>CIM 222</td>
<td>COMPUTERIZED ACCOUNTING: QUICKEN</td>
<td>1.5/1.5/1.5</td>
<td>Recommended Preparation: CIM 174A or 174, and ACCT 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.</td>
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</table>
Prefix Number Title Units Week Week
Course Course Course No. of Per Per
Course Number Title

ACCT 220
Introduction to Financial Planning

160
www.saddleback.edu

1.5/1.5/1.5
Introduction to Financial Planning
ACCT 220 3/3/0

1.5/1.5/1.5
CIM 227
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. May be offered by mediated mode of instruction. R E 1

1.5/1.5/1.5
CIM 228B
BUSINESS DESKTOP PUBLISHING—ADVANCED

Recommended Preparation: CIM 228A
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 228A
BUSINESS DESKTOP PUBLISHING—BEGINNING

Recommended Preparation: CIM 174A or 174, and ACCT 1A or 215
Provides background and training in the use of QuickBooks software in the Windows environment. Business accounting records are set up to handle chart of accounts, merchandise, customers and receivables, vendors and payables, banking, inventory, and reports (formerly CIM 223). R E 3

CIM 229A
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
BUSINESS GRAPHICS—ADVANCED

Recommended Preparation: CIM 229A
Provides an in-depth look at the terminologies, 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. May be offered by mediated mode of instruction.

CIM 230
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. May be offered by mediated mode of instruction. R E 3

CIM 232
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. May be offered by mediated mode of instruction. R E 2

CIM 246
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
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
ADMINISTERING MICROSOFT WINDOWS CLIENTS

Recommended Preparation: CIM 252
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
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. May be offered by mediated mode of instruction.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<th>Recommended Preparation</th>
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<tbody>
<tr>
<td>CIM 252</td>
<td>Networking Essentials and Technologies</td>
<td>3/3</td>
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<td>CIM 251</td>
</tr>
<tr>
<td>CIM 253</td>
<td>Supporting Windows Server</td>
<td>3/3</td>
<td></td>
<td>CIM 249</td>
</tr>
<tr>
<td>CIM 254</td>
<td>Implementing and Administering Windows Directory Services</td>
<td>3/3</td>
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<td>CIM 249 and 253</td>
</tr>
<tr>
<td>CIM 256</td>
<td>Fundamental Unix/Linux System Administration</td>
<td>3/3</td>
<td></td>
<td>CIM 172</td>
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<tr>
<td>CIM 257</td>
<td>Network and Security Administration Using Unix/Linux</td>
<td>3/3</td>
<td></td>
<td>CIM 256</td>
</tr>
<tr>
<td>CIM 258</td>
<td>Advanced Network and Security Administration Using Unix/Linux</td>
<td>3/3</td>
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<td>CIM 257</td>
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<tr>
<td>CIM 259</td>
<td>Windows Network Infrastructure Administration</td>
<td>3/3</td>
<td></td>
<td>CIM 249 and 252</td>
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<tr>
<td>CIM 260A</td>
<td>Microsoft ASP.NET—Beginning</td>
<td>3/3</td>
<td></td>
<td>CIM 2A</td>
</tr>
<tr>
<td>CIM 260B</td>
<td>Microsoft ASP.NET—Advanced</td>
<td>3/3</td>
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<td>CIM 260</td>
</tr>
</tbody>
</table>

Courses

**NETWORKING ESSENTIALS AND TECHNOLOGIES**
CIM 252

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

**SUPPORTING WINDOWS SERVER**
CIM 253

Recommended Preparation: CIM 249

Students perform an attended and an unattended installation of Windows Server and learn about the various file systems supported by Windows. Also covers how to install and administer Active Directory services and how to manage Active Directory objects. Use Microsoft Management Console to monitor system performance and to administer Internet Information Services, user accounts, group accounts, and group policies. 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

**IMPLEMENTING AND ADMINISTERING WINDOWS DIRECTORY SERVICES**
CIM 254

Recommended Preparation: CIM 249 and 253

Install, configure, and administer Microsoft Windows Active Directory directory services. 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

**FUNDAMENTAL UNIX/LINUX SYSTEM ADMINISTRATION**
CIM 256

Recommended Preparation: CIM 172

Guides students through the fundamental responsibilities of Unix/Linux system administration. Provides a network administrator with an in-depth look at how to perform day-to-day administrative and maintenance tasks on a Unix/Linux-based network. Topics include installing Unix/Linux, configuring X windows and common system hardware; creating and maintaining the file system; boot process; administering user and group accounts; integration of a workstation with an existing network; administering printing subsystems; system log responsibilities; backing up file systems; configuring the kernel; basic performance, memory, and process management; and basic troubleshooting. Includes creation of shell scripts to automate system admin. tasks. R E 3

**NETWORK AND SECURITY ADMINISTRATION USING UNIX/LINUX**
CIM 257

Recommended Preparation: CIM 256

Guides students through the fundamental responsibilities of Unix/Linux system administrator in building and maintaining an internal LAN using multipurpose servers. Topics will cover TCP/IP administration; installing and maintaining SMB protocols; and installing and maintaining basic server applications such as sendmail, DHCP, and DNS. Includes introductions to database backends, network security, developing a security policy, file and file system security, password security, service-based security, and firewalls. The student will learn to set up a Unix/Linux internal server and configure common network services and security at a basic level. R E 3

**ADVANCED NETWORK AND SECURITY ADMINISTRATION USING UNIX/LINUX**
CIM 258

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

**WINDOWS NETWORK INFRASTRUCTURE ADMINISTRATION**
CIM 259

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. Includes Domain Name System (DNS), Windows Internet Name Service (WINS), and Dynamic Host Configuration Protocol (DHCP) in Active Directory-enabled environments. Learn how to configure, manage, secure, and troubleshoot features and services for Windows enterprise networks, including Routing and Remote Access. May be offered by mediated mode of instruction. R E 3

**MICROSOFT ASP.NET—BEGINNING**
CIM 260A

Recommended Preparation: CIM 2A and 271A

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 (formerly CIM 260). R E 3

**MICROSOFT ASP.NET—ADVANCED**
CIM 260B

Recommended Preparation: CIM 260A

Develop a personal application framework for rapid development using best practices techniques. Topics will range from using Microsoft Application Blocks to streamline data handling and exception management to web services and security. R E 3
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
<th>Repeatability Model and Number of Repeats</th>
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</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
<td></td>
<td>Repeatability model and number of repeats</td>
</tr>
</tbody>
</table>

### 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. May be offered by mediated mode of instruction. R E 1

### 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 tweens, 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 communication objectives on the web. R E 3

### CIM 264C FLASH MX ACTION SCRIPTING—BEGINNING
Recommended Preparation: CIM 264B

Extend the exploration of animation and interactivity using ActionScript. Introduces the basics of ActionScript along with programming logic and debugging. R E 3

### CIM 264D FLASH MX ACTION SCRIPTING—ADVANCED
Recommended Preparation: CIM 264C

Covers intermediate and advanced concepts of ActionScripting to create dynamic and interactive business and recreational web designs. R E 3

### CIM 268 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, Quick Time VR, panorama images, animations, and sound medias. R E 3

### CIM 269A JAVASCRIPT—BEGINNING

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. 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 (formerly CIM 269B). R E 3

### CIM 269B JAVASCRIPT—ADVANCED
Recommended Preparation: CIM 269A

Focuses on Client-Side JavaScript and includes manipulating strings, using dates and mathematical objects, using frames with pop-up windows, sharing variables and functions among frames, creating and validating forms, creating and using cookies, analysis of the Document Object Model (DOM) and its relationship to Client-Side JavaScript. Create special effects and animation with use of dynamic HTML. Create custom objects and define properties and methods for those objects as well as extend predefined objects using the prototype property, automating pull-down menus. R E 3

### CIM 270 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 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. May be offered by mediated mode of instruction. R E 1

### CIM 271A XHTML WEB PAGE DEVELOPMENT—BEGINNING
Recommended Preparation: CIM 174 or 174A/B

Develop a practical understanding of the basic XHTML code necessary to construct a web page. Covers text formatting commands, as well as links, email, tables, frames, and forms. Identify and use steps necessary to insert and manipulate graphics within a web page, and determine how the code or script relates to XHTML editors, servers, and service providers. May be offered by mediated mode of instruction. R E 3

### CIM 271B XHTML WEB PAGE DEVELOPMENT—ADVANCED
Recommended Preparation: CIM 271A

Introduces advanced concepts for creating robust web pages that enable the structured and improved delivery of information over a corporate Intranet or the World Wide Web. Covers use and function of cascading style sheets and multimedia. Dynamic web pages using XHTML, JavaScript, and one or more server side technologies is also introduced. May be offered by mediated mode of instruction. R E 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units/Prerequisites</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>CIM 272A</td>
<td>1.5/1.5/1.5</td>
<td>WEB DESIGN FOR BUSINESS—BEGINNING</td>
</tr>
<tr>
<td>CIM 276</td>
<td>1.5/1.5/1.5</td>
<td>WEB DATABASE MANAGEMENT</td>
</tr>
<tr>
<td>CIM 281</td>
<td>1.5/1.5/1.5</td>
<td>FIREWORKS</td>
</tr>
<tr>
<td>CIM 272B</td>
<td>1.5/1.5/1.5</td>
<td>WEB DESIGN FOR BUSINESS—ADVANCED</td>
</tr>
<tr>
<td>CIM 278A</td>
<td>1.5/1.5/1.5</td>
<td>INTRODUCTION TO E-COMMERCE</td>
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<td>CIM 278A</td>
<td>1.5/1.5/1.5</td>
<td>DREAMWEAVER—BEGINNING</td>
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<td>CIM 279</td>
<td>1.5/1.5/1.5</td>
<td>INFORMATION SECURITY FUNDAMENTALS</td>
</tr>
</tbody>
</table>

**CIM 272A: WEB DESIGN FOR BUSINESS—BEGINNING**
- **Recommended Preparation:** CIM 174A or 174B, 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 (Hyper-Text 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. May be offered by mediated mode of instruction. R E 3

**CIM 272B: 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. May be offered by mediated mode of instruction. R E 3

**CIM 274A: WEB DIGITAL IMAGERY: PHOTOSHOP—BEGINNING**
- **Recommended Preparation:** CIM 274A
- Fundamentals of digital image processing, retouching, and painting as used on the web in business. Includes overview of image design process, from digitizing images to outputting them to the web. R E 3

**CIM 274B: WEB DIGITAL IMAGERY: PHOTOSHOP—ADVANCED**
- **Recommended Preparation:** CIM 274A
- Advanced web digital image processing, retouching, painting, and simple animation. Includes overview of image elements of web design, from the manipulating of digitized images to outputting them to the web. R E 3

**CIM 275: WEB MARKETING/POSITIONING**
- **Recommended Preparation:** CIM 172, 174 or 174A/B, and 251
- Examines the intricacies of the business side of building a web presence, from project life cycle to client management. Networked computers and supporting database technologies, the client-server model of web computing, site architecture, communication strategies, promotion and measurement of web responses will be studied. R E 3

**CIM 276: WEB DATABASE MANAGEMENT**
- **Recommended Preparation:** CIM 271B
- Focuses on creating and managing database-driven web sites using CGI and Perl 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

**CIM 277: 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

**CIM 278A: 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: DREAMWEAVER—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: INFORMATION SECURITY FUNDAMENTALS**
- **Recommended Preparation:** CIM 172, 174 or 174A/B, and 251
- Provides fundamental knowledge for managing all aspects of an enterprise-wide security life cycle including security policy development, authentication, encryption, securing operating systems and network infrastructure, firewall and intrusion detection technologies, intrusion prevention and incident response procedures. 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 282: HOMELAND SECURITY: NETWORK DEFENSE AND COUNTERMEASURES**
- **Recommended Preparation:** CIM 174 or 174A/B, and 252
- Detailed examination of the tools, techniques, and technologies used in the technical securing of information assets. Provides in-depth information on the software and hardware components of information security and assurance. Topics include firewall configurations, hardening Unix and NT servers, Web and distributed systems security, and specific implementation of security models and architectures. R E 3

**CIM 283: HOMELAND SECURITY: INFORMATION SECURITY MANAGEMENT**
- **Recommended Preparation:** CIM 174 or 174A/B, and 252
- Detailed examination of a systems-wide perspective of information security, beginning with a strategic planning process for security. Includes an examination of the policies, procedures, and staffing function necessary to organize and administrate ongoing security functions in the organization. Subjects include security practices, security architecture and models, continuity planning, and disaster recovery planning. R E 3

**CIM 284: HOMELAND SECURITY: SECURITY+**
- **Recommended Preparation:** CIM 279, 282, and 283
- Provides a comprehensive overview of network security including authentication methods, common network attacks, safeguarding against attacks, remote access, email, the web, directory and file transfer, wireless data, various network devices and media, and proper use of perimeter topologies such as DMZs, Extrarets, Intrarets, cryptography basics, asymmetric and symmetric algorithms, and operational and organizational security. Geared for students pursing CompTIA Security+ Certification.
**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 205
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: ADVANCED PERFORMANCE TUNING, BACKUP AND RECOVERY**
Recommended Preparation: CIM 287B
Focuses on advanced Oracle database tuning and backup and recovery techniques. Database tuning will be accomplished through learning to identify and reduce database wait times, increasing user’s productivity through application tuning, and discussing intelligent database design techniques based on projected database usage. Operating system tuning opportunities will also be discussed. Covers implementing advanced backup and recovery scenarios with both RMAN and conventional backup scripting including standby databases. 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 298**
**CAPSTONE PORTFOLIO PROJECT**
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 demonstration of the knowledge, skills, and techniques required to plan, develop, and implement an e-commerce website. To be taken in the final semester of the program. (Formerly CIM 299) R E 3

**CMT 215**
**ELECTRONICS FOR COMPUTER TECHNOLOGISTS**
Electronics summary covering the basics of electronics terminology, components, circuits, waveforms, equipment, assembly techniques, and troubleshooting which are relevant for computer technologists. Includes both analog and digital circuit fundamentals, plus discrete and integrated circuits related to computer technology and associated hardware. The emphasis is on basic concepts without extensive numerical analysis and calculations. R E 3

**CMT 220**
**COMPUTER MAINTENANCE AND REPAIR I**
Recommended Preparation: CIM 171 and 174
First course of two 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**
Recommended Preparation: 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 provide hands-on experience of the topics being studied. R E 3

**CMT 230**
**APPLIED NETWORK TECHNOLOGY**
Recommended Preparation: 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

**CMT 235**
**A+ EXAM PREPARATION FOR COMPUTER SERVICE TECHNICIANS**
Recommended Preparation: CMT 220, 225, 230
Preparation and review for the A+ Certification Exams for computer service technicians. Covers topics for both the A+ Core Hardware and A+ Operating System Technologies exams. Test taking strategies and practice tests will be covered. R E 3

**CMT 240**
**COMPUTER USER HELP DESK SUPPORT**
Recommended Preparation: CMT 220 and 225
Fundamentals of help desk operation, with a focus on critical problem-solving and communication skills. Includes introduction to end-user computing and computer user support, customer service skills, help desk operation, product evaluation strategies, user needs analysis, installation of end-user computer systems, training computer users, as well as current topics related to help desk support. R E 3
Computer Science

CS 1A
INTRODUCTION TO COMPUTER SCIENCE
3/3/6
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. 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 - currently C++. 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, currently C++, to the solutions of a wide variety of problems relating to science and business. Emphasis is on development, debugging, and testing of programs that use a wide variety of simple and composite data types. These programs will use both 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 - currently C++. Repeatable one time only when programming language changes. R E 1

CS 2B
DATA STRUCTURES
3/3/6
Recommended Preparation: CS 1B and 1C
Covers basic concepts of data structures and related algorithms. The abstract data types of lists, stacks, queues, strings, binary and general trees, multidimensional and sparse arrays, and graphs will be discussed and implemented using a contemporary programming language. Recursion, searching, and sorting will also be examined.

CS 3A
COMPUTER ORGANIZATION AND MACHINE LANGUAGE
3/3/6
Recommended Preparation: Any one programming language course and MATH 253
An introductory course in computer organization with emphasis on machine-language programming. Concepts covered include finite precision arithmetic, floating point architecture, Boolean Algebra, computer systems organization, microprogramming, and conventional machine-language programming with the corresponding assembly language notation.

CS 3B
COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE
3/3/6
Recommended Preparation: CS 3A
Develops the concepts of computer organization begun in CS 3A with an emphasis in assembly languages. The concepts covered include languages, operating systems, and multi-level machines.

CS 4A
INTRODUCTION TO JAVA FOR COMPUTER SCIENCE
3/3/6
Recommended Preparation: CS 1B
An introduction to developing Java applications and applets. Topics include classes, inheritance, exceptions, arrays, vectors, recursion, streams, the Abstract Windowing Tool Kit, and Swing Components.

CS 4B
ADVANCED TOPICS IN JAVA FOR COMPUTER SCIENCE
3/3/6
Recommended Preparation: CS 4A
Advanced topics in Java including Core Class Libraries, the Swing Components, the Collections Framework, Multi-threading, Servlets, JSP, RMI, JDBC, and software engineering concerns.

CS 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

Cooperative Work Experience

CWE 168
COOPERATIVE WORK EXPERIENCE
1-4/60-300/0
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 develop 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 1 I

CWE 169
COOPERATIVE WORK EXPERIENCE
1-4/60-300/0
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 1 I

Cosmetology

COS 400A
COMPREHENSIVE COSMETOLOGY I
12/6/18
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/labatory hours. The units earned for this course may not be applied toward the 60 units for graduation. R E 3
**COS 400B**  
**COMPREHENSIVE COSMETOLOGY II**  
Prerequisite: COS 400A. Hours: 400  
A continuation of Cosmetology 400A. Twelve units are granted for the successful completion of 400 hours in class. A variable-unit course offered on an open-entry/open-exit basis. The units earned for this course may not be applied toward the 60 units for graduation. R E 3

**COS 400C**  
**COMPREHENSIVE COSMETOLOGY III**  
Prerequisite: COS 400B. Hours: 400  
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 420**  
**MANICURING**  
Designed to exceed minimum California State Board of Cosmetology standards. Covers study of proper use of instruments, equipment, personal hygiene, sanitation, 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

**COS 440**  
**COSMETICIAN**  
This 600 hour course is designed to prepare the student for the State Licensing examination and success as a cosmetician/esthetician. An open-entry/open-exit class with a required minimum number of combined lecture/lab hours per week. Course includes both classroom instruction and laboratory practice. Successful completion of this course and successful completion of the State Licensing Examination will allow the graduate cosmetician to perform manual and electrical facials, eyebrow arching and hair removal (other than by electrolysis), or become a make-up artist or skin care representative. The units earned for this course may not be applied toward the 60 units for graduation. R E 3

**COS 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

**COS 289**  
**SPECIAL TOPICS**  
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**DANCE**  
**DANC 9**  
**CHOREOGRAPHY**  
Recommended Preparation: Two semesters of dance training  
Designed to encourage survey and analysis of dance movement potential and the creative development of the choreographic process. Student will gain knowledge in effective staging, lighting, and the integration of music with body movement. R E 3

**DANC 10**  
**DANCE PRODUCTION**  
1 or 2/0/3 or 6  
Analysis of the elements of choreography, development of solo and group choreographic composition, staging, dances, and performances. R E 3

**DANC 11**  
**DANCE REHEARSAL AND PERFORMANCE**  
1 or 2/0/3 or 6  
Emphasizing the preparation and rehearsal of choreographic composition for public performance. R E 3

**DANC 51**  
**INTRODUCTION TO BALLET**  
1 or 1.5/67 or 1/1.33 or 2  
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. R A
INTRODUCTION TO JAZZ DANCING
DANC 57 1 or 1.5/.67 or 1/1.33 or 2
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. R A 3

INTERMEDIATE MODERN DANCE
DANC 56 1 or 1.5/.67 or 1/1.33 or 2
Recommended Preparation: DANC 51
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. R A 3

MODERN DANCE LEVEL I
DANC 54 1 or 1.5/.67 or 1/1.33 or 2
Recommended Preparation: DANC 52
Designed for students with no experience in dance, as well as those wishing to perfect basic dance skills. Fundamentals of modern dance techniques are presented and practiced in class, and presentation of historical and stylistic perspectives of this dance form. An emphasis is placed on class participation to provide the student with knowledge and understanding of the physical demands of modern dance. A combination of DANC 54, 55, and 56 may be taken four times. R A 3

MODERN DANCE LEVEL II
DANC 55 1 or 1.5/.67 or 1/1.33 or 2
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. R A 3

INTERMEDIATE MODERN DANCE
DANC 56 1 or 1.5/.67 or 1/1.33 or 2
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. R A 3

INTRODUCTION TO JAZZ DANCING
DANC 57 1 or 1.5/.67 or 1/1.33 or 2
Recommended Preparation: DANC 56
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 the knowledge and understanding of the physical demands of jazz dancing. A combination of DANC 57, 58, and 59 may be taken four times. R A 3

JAZZ DANCING LEVEL I
DANC 58 1 or 1.5/.67 or 1/1.33 or 2
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. R A 3

INTERMEDIATE JAZZ DANCING
DANC 59 1 or 1.5/.67 or 1/1.33 or 2
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. R A 3

INTRODUCTION TO TAP DANCING
DANC 60 1 or 1.5/.67 or 1/1.33 or 2
Recommended Preparation: DANC 55
Basic tap-dance techniques, tap-dance combinations, and original tap dances. Review and continuation of basic techniques of tap dancing with emphasis on improving individual techniques. A combination of DANC 60, 61, and 62 may be taken four times. R A 3

INTRODUCTION TO TAP DANCING
DANC 61 1 or 1.5/.67 or 1/1.33 or 2
Recommended Preparation: DANC 56
Basic tap-dance techniques, tap-dance combinations, and original tap dances. Review and continuation of basic techniques of tap dancing with emphasis on improving individual techniques. A combination of DANC 60, 61, and 62 may be taken four times. R A 3

TAP DANCING LEVEL I
DANC 62 1 or 1.5/.67 or 1/1.33 or 2
Recommended Preparation: DANC 61
Advanced tap-dance techniques, tap-dance combinations, and original tap dances. Review and continuation of basic techniques 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. R A 3

TAP DANCING LEVEL II
DANC 63 1 or 1.5/.67 or 1/1.33 or 2
Recommended Preparation: DANC 62
Designs 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. R E 3

HISTORY OF DANCE
DANC 66 3/3/0
Recommended Preparation: DANC 54
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.

INTRODUCTION TO COMPUTER-AIDED DRAFTING
ARCH 124A or DR 100
Recommended Preparation: ARCH 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 ARCH 50. Credit given in either area, not both.
Courses

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
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<tr>
<td>DR 51</td>
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<td>COMPUTER-AIDED DRAFTING</td>
<td>3/2/4</td>
<td>Repeatability model and number of repeats</td>
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<td>DR 100</td>
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<td>FUNDAMENTALS OF MECHANICAL DRAFTING</td>
<td>3/1.5/4.5</td>
<td>Recommended Preparation: DR 100 or one year of high school mechanical drafting</td>
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<tr>
<td>DR 101</td>
<td></td>
<td>MECHANICAL DRAFTING</td>
<td>3/1.5/4.5</td>
<td>Develops basic drafting skills including the proper use of drafting instruments, lettering, geometric construction, multiview projection, sections, pictorial drawings, auxiliary views, and dimensioning.</td>
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<tr>
<td>DR 120</td>
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<td>FUNDAMENTALS OF TECHNICAL ILLUSTRATION</td>
<td>2/1/3</td>
<td>Recommended Preparation: DR 100</td>
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<tr>
<td>DR 152</td>
<td></td>
<td>ADVANCED COMPUTER-AIDED DRAFTING</td>
<td>3/2/4</td>
<td>Recommended Preparation: DR or ARCH 50 or 51</td>
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</tr>
</tbody>
</table>

Economic Restoration

ECOL 201 4/3/3
ECOLOGICAL RESTORATION TECHNIQUES
Introduces students to specific theory and techniques for ecological restoration in a variety of habitats. Laboratory exercises will include site visits to restoration projects.

ECOL 202 4/3/3
ADVANCED ECOLOGICAL RESTORATION TECHNIQUES
An advanced course in practical and theoretical ecological restoration techniques. Political, social, and scientific considerations in restoration will be discussed. Laboratory exercises will include field techniques for planting, irrigating, and monitoring restoration sites.

Economics

ECON 2 3/3/0
PRINCIPLES (MACRO)
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; the United States banking system; patterns of governmental expenditures, international trade and finance. May be offered by mediated mode of instruction.

ECON 4 3/3/0
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 3/3/0
SCARCITY AND ENVIRONMENT
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 3/3/0
INTERNATIONAL POLITICAL ECONOMY
Focuses on the relations between the political and economic systems within the global economy. 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 3/3/0
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. May be offered by mediated mode of instruction.

ECON 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

ECON 289 .5-4/.5-4/.5-9
SPECIAL TOPICS
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Electronic Technology

ET 101 3/3/0
SURVEY OF ELECTRONICS
Introduction to electronics for non-majors or those exploring possible interest in the field. Covers the basics of electronics.

ET 110 4/3/3
LINEAR INTEGRATED CIRCUITS
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.
SPECIAL TOPICS

**ET 189** 4/3/3
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

**ET 114** 4/3/3
DIGITAL ELECTRONIC CIRCUITS

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** 4/3/3
ELECTRONIC COMMUNICATION SYSTEMS

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 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

**EM 205** 6.5/6/1.5
EMERGENCY MEDICAL TECHNICIAN PROCEDURES

Limitation: Current BLS for Healthcare Provider or Professional Rescuer CPR card. Physical exam required.
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

**ENGR 33**

**ELECTRIC CIRCUIT ANALYSIS

Prerequisite: PHYS 4B Corequisite: MATH 24
An introduction to the analysis of passive electric circuits using a variety of methods including Ohm’s law, Kirchhoff’s laws, superposition, nodal and mesh analysis, Thévenin’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 PRINCIPLES OF COMPOSITION I 3/3/0
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 mediated mode of instruction.

ENG 1B PRINCIPLES OF COMPOSITION II 3/3/0
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 INTRODUCTION TO CREATIVE WRITING 3/3/0
Prerequisite: Eligibility for enrollment or completion of ENG 1A
Emphasizes the writing of prose, poetry, and drama stressing critical judgment of these forms. May be offered by mediated mode of instruction.

ENG 4 FICTION FUNDAMENTALS 3/3/0
Prerequisite: Eligibility for enrollment or completion of ENG 1A
Teaches the fundamentals of storytelling or narrative art. Required.

ENG 5 POETRY FUNDAMENTALS 3/3/0
Prerequisite: Eligibility for enrollment or completion of ENG 1A
Recommended Preparation: ENG 3
An in-depth study of the nature of Shakespearean poetry and its forms, broadening their understanding of the nature and use of figurative language. Required.

ENG 7 CREATIVE WRITING: SCRIPTWRITING 3/3/0
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 3/3/0
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 3/3/0
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 3/3/0
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 3/3/0
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
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<tbody>
<tr>
<td>ENG 23A</td>
<td>3/3/0</td>
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<tr>
<td>AMERICAN ETHNIC WRITING: AFRICAN AMERICAN LITERATURE</td>
<td>Recommended Preparation: Eligibility for ENG 1A. Concerned with exploring the writing of African-Americans, their viewpoints, styles, forms, and themes.</td>
</tr>
<tr>
<td>ENG 23B</td>
<td>3/3/0</td>
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<tr>
<td>AMERICAN ETHNIC WRITING: CHICANA/CHICANO LITERATURE</td>
<td>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.</td>
</tr>
<tr>
<td>ENG 24</td>
<td>3/3/0</td>
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<tr>
<td>ETHNIC VOICES IN LITERATURE: THE AMERICAN EXPERIENCE</td>
<td>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.</td>
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<tr>
<td>ENG 25</td>
<td>3/3/0</td>
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<tr>
<td>INTRODUCTION TO LITERATURE</td>
<td>Recommended Preparation: Eligibility for ENG 1A. 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. May be offered by mediated mode of instruction.</td>
</tr>
<tr>
<td>ENG 27A</td>
<td>3/3/0</td>
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<tr>
<td>INTRODUCTION TO THE NOVEL</td>
<td>Recommended Preparation: Eligibility for ENG 1A. Surveys American, British, French, and Russian novels emphasizing form, content, philosophical and historical perspectives, and criticism.</td>
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<tr>
<td>ENG 27B</td>
<td>3/3/0</td>
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<tr>
<td>INTRODUCTION TO DRAMA</td>
<td>Recommended Preparation: Eligibility for ENG 1A. Surveys representative plays in the evolution of dramatic literature emphasizing form, content, philosophical and historical perspectives, and criticism. Emphasizes critical approaches to dramatic texts. Examines issues such as plot construction, characterization, use of language in drama. Includes study of drama from ancient Greeks to contemporary, including Western and non-Western traditions. Field trips to plays may be a part of this course.</td>
</tr>
<tr>
<td>ENG 27E</td>
<td>3/3/0</td>
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<tr>
<td>INTRODUCTION TO THE SHORT STORY</td>
<td>Recommended Preparation: Eligibility for English 1A. Surveys American, British, and other selected short stories, emphasizing form, content, philosophical and historical perspectives, and criticism.</td>
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<tr>
<td>ENG 40</td>
<td>3/3/0</td>
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<tr>
<td>THE BIBLE AS LITERATURE: GENESIS TO PSALMS</td>
<td>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.</td>
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<tr>
<td>ENG 44</td>
<td>3/3/0</td>
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<tr>
<td>CLASSICAL MYTHOLOGY</td>
<td>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.</td>
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<tr>
<td>ENG 46</td>
<td>3/3/0</td>
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<tr>
<td>IMAGES OF WOMEN IN LITERATURE</td>
<td>Recommended Preparation: Eligibility for ENG 1A. Examines representations of women in literature from various cultures in different periods. Traditional archetypes will be identified, including woman as mother, daughter, wife, widow, virgin, temptress, hag, madwoman, goddess, demon, and sex object. Original works (poems, essays, short stories, novels, and plays) by male and female authors will be discussed. This course is designed for all genders.</td>
</tr>
<tr>
<td>ENG 50</td>
<td>3/3/0</td>
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<tr>
<td>WOMEN AUTHORS</td>
<td>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.</td>
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<tr>
<td>ENG 52</td>
<td>3/3/0</td>
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<tr>
<td>THE FILM AS LITERATURE</td>
<td>Recommended Preparation: Eligibility for ENG 1A. Examines foreign and domestic film as a literary art form focusing on the analysis of film techniques that convey standard literary conventions to an audience.</td>
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<tr>
<td>ENG 65</td>
<td>3/3/0</td>
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<tr>
<td>BUILDING ENGLISH VOCABULARY THROUGH GREEK AND LATIN ROOTS</td>
<td>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.</td>
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<tr>
<td>ENG 104</td>
<td>3/3/0</td>
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<tr>
<td>WRITING SHORT STORIES</td>
<td>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</td>
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<tr>
<td>ENG 105</td>
<td>3/3/0</td>
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<tr>
<td>HAIKU, SONNET, FREE VERSE, AND OTHER POETIC FORMS</td>
<td>Recommended Preparation: Eligibility for ENG 1A; ENG 3. 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.</td>
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<tr>
<td>ENG 107</td>
<td>3/3/0</td>
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<tr>
<td>WRITING THE FICTION AND/OR NONFICTION BOOK</td>
<td>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</td>
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<td>Course Prefix</td>
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<td>117</td>
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</table>

**ENG 117 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.

**ENG 142 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 pre-school 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.

**ENG 160 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.

**ENG 170 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 SPEED READING AND COMPREHENSION TRAINING**
Designed to improve critical awareness, to doubt or triple the students' initial reading rate(s) while maintaining comprehension, and to expand college-level vocabulary. Reading flexibility is emphasized with attention to learning how to rapid read, skim, scan, study read, and read critically.

**ENG 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.

**ENG 200 FUNDAMENTALS OF COMPOSITION**
Prerequisite: Satisfactory score on the English Placement Examination or completion of ENG 300, 340, 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. May be offered by mediated mode of instruction.

**ENG 267 NOVEL WORKSHOP: REVISION MANUSCRIPTS FOR PUBLICATION**
Recommended Preparation: Eligibility for ENG 1A or 3
An intensive analysis of the elements of dramatic fictional structure through student examination of works in progress. Revision of manuscripts to meet contemporary publication standards. Students enrolled in this course should be presently working on a novel or story-based manuscript.

**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.
<table>
<thead>
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<th>Title</th>
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<td>ENG 332</td>
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<td>ESL READING LABORATORY</td>
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<td></td>
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<td>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 (formerly ENG 222). R E 3</td>
</tr>
<tr>
<td>ENG 333</td>
<td>0.5</td>
<td>READING SKILLS LABORATORY</td>
</tr>
<tr>
<td></td>
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<td>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</td>
</tr>
<tr>
<td>ENG 334</td>
<td>2/2</td>
<td>SPELLING SKILLS FOR COLLEGE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Corequisite: ENG 335</td>
</tr>
<tr>
<td></td>
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<td>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 (formerly ENG 234).</td>
</tr>
<tr>
<td>ENG 335</td>
<td>0.5</td>
<td>SPELLING LABORATORY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Corequisite: ENG 334</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Designed to complement the spelling skills taught in ENG 334. This lab includes diagnosis of individual spelling deficiencies through individualized instruction, students will sharpen their spelling skills (formerly ENG 235). R E 1</td>
</tr>
<tr>
<td>ENG 336</td>
<td>1/0</td>
<td>EXPANDED READING SKILLS LAB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emphasizes individualized instruction and in-depth skill development in reading comprehension, vocabulary development, spelling and word usage, reading rate, and study skills. This is an open-entry/open-exit class. R E 3</td>
</tr>
<tr>
<td>ENG 337</td>
<td>1/0</td>
<td>CRITICAL READING LAB: ADVANCED READING SKILLS</td>
</tr>
<tr>
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<td>Recommended Preparation: ENG 300 or 340</td>
</tr>
<tr>
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<td>Emphasizes individual instruction and in-depth development of college-level critical reading skills. Students will focus on improving inferential, analytical, and evaluative critical reading skills, developing advanced vocabulary, and increasing reading rate and flexibility. This is an open-entry/open-exit class. R E 3</td>
</tr>
<tr>
<td>ENG 340</td>
<td>3/3</td>
<td>READING SKILLS FOR COLLEGE</td>
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<tr>
<td></td>
<td></td>
<td>Corequisite: ENG 341</td>
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<td></td>
<td>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. May be offered by mediated mode of instruction (formerly ENG 220).</td>
</tr>
<tr>
<td>ENG 341</td>
<td>0.5</td>
<td>READING LABORATORY</td>
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<tr>
<td></td>
<td></td>
<td>Corequisite: ENG 340</td>
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<tr>
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<td></td>
<td>Designed to complement the reading skills taught in ENG 340. Reading Skills for College. This 16 week lab includes work in reading comprehension, reading rate, vocabulary, study skills, and writing (formerly ENG 221). R E 1</td>
</tr>
<tr>
<td>ESL 320</td>
<td>0</td>
<td>BEGINNING MULTISKILLS I</td>
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<tr>
<td></td>
<td></td>
<td>Corequisite: ESL 999 or 999A</td>
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<td>An introductory course in English for non-native speakers. Emphasis is on listening, speaking, survival skills, and introductory grammar. Reading and writing skills will be introduced. 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 not be repeated (formerly ESL 380A).</td>
</tr>
<tr>
<td>ESL 321</td>
<td>0</td>
<td>BEGINNING MULTISKILLS II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Corequisite: ESL 999 or 999A</td>
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<td></td>
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<td>Recommended Preparation: ESL 320</td>
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<tr>
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<td>Designed to further the fundamentals of communication competence in daily spoken English. Although the focus remains on listening comprehension and speaking, reading and writing skills are expanded and additional grammatical structures and verb forms are introduced. Continues the familiarization with customs and culture. 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 not be repeated (formerly ESL 380B).</td>
</tr>
<tr>
<td>ESL 322</td>
<td>0</td>
<td>BEGINNING CONVERSATION</td>
</tr>
<tr>
<td></td>
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<td>Corequisite: ESL 999 or 999A</td>
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<td>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 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 not be repeated (formerly ESL 365A).</td>
</tr>
<tr>
<td>ESL 330</td>
<td>0</td>
<td>INTERMEDIATE MULTISKILLS I</td>
</tr>
<tr>
<td></td>
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<td>Recommended Preparation: ESL 321</td>
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<tr>
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<td>Designed for further development of listening, speaking, reading, and writing skills at a low intermediate level. Vocabulary acquisition and idiomatic expressions in the context of grammatical structures. 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 not be repeated (formerly ESL 380C).</td>
</tr>
<tr>
<td>ESL 331</td>
<td>0</td>
<td>INTERMEDIATE MULTISKILLS II</td>
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<tr>
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<td>Recommended Preparation: ESL 330</td>
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<td>Continues the refinement of language skills: reading, writing, speaking, and listening at an upper intermediate level. Vocabulary expansion, idiomatic expression, and free conversation, in the context of grammatical structures. Content focuses on cultural topics pertaining to American life. 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 not be repeated (formerly ESL 380D).</td>
</tr>
<tr>
<td>ESL 332</td>
<td>0</td>
<td>INTERMEDIATE CONVERSATION</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recommended Preparation: ESL 321 or 322</td>
</tr>
<tr>
<td></td>
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<td>The second in the ESL conversation series 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 and may not be repeated (formerly ESL 375B).</td>
</tr>
</tbody>
</table>
### ESL 333
**INTERMEDIATE PRONUNCIATION**

Corequisite: ESL 999 or 999A  
Recommended Preparation: ESL 323  
An intermediate-level pronunciation course designed for non-native speakers which enables students to recognize, distinguish, and produce the sounds and intonation patterns of American English. Students continue to develop confidence in speaking and comprehension through extensive practice, imitation, sound discrimination, dialogue, response, and reading. 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 not be repeated (formerly ESL 365B).

### ESL 335
**INTERMEDIATE READING AND WRITING I**

Prerequisite: ESL 321  
Designed for the non-native speaker of English focusing on intermediate-level reading and writing skills. Emphasis in writing is on gaining control of basic sentence patterns, basic conventions of standard written English, and basic paragraph forms. Emphasis in reading is on literal comprehension, expansion of vocabulary is emphasized. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course is not open entry/open-exit and may not be repeated (formerly ESL 395A).

### ESL 336
**INTERMEDIATE READING AND WRITING II**

Prerequisite: ESL 330 or 335  
Corequisite: ESL 888  
Recommended Preparation: ESL 323 or 335  
Designed for the non-native speaker of English focusing on high-intermediate-level reading and writing skills. Emphasis in writing is on gaining control of high-intermediate-level sentence patterns, conventions of standard written English and paragraph forms. 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 not be repeated (formerly ESL 395B).
ESL 350
ESSENTIAL ACADEMIC SKILLS
Prerequisite: ESL 340 or 345
Designed to improve non-native speakers’ reading comprehension and written communication skills necessary for college-level work. Summarize articles, take notes on lectures from a variety of academic disciplines, master specialized vocabulary, and discuss current issues. Develop fluency and confidence by writing and rewriting paragraphs and short essays. Paraphrasing, quoting, citing, and documenting are included. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course is not open-entry/open-exit and may not be repeated (formerly ESL 89).

ESL 354
VOCABULARY SKILLS FOR COLLEGE
Recommended Preparation: ESL 340
Designed to help non-native speakers of English expand and acquire a college-level vocabulary and idiomatic expressions necessary for academic and vocational courses. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course is not open-entry/open-exit and may not be repeated (formerly ESL 225).

ESL 355
ESL READING FOR COLLEGE: AMERICAN LITERATURE
Recommended Preparation: ESL 340 or 345
Introduces advanced ESL students to techniques for understanding and appreciating excerpts and complete works of fiction, drama, and poetry by American writers. Students write summaries, journal entries, and character analyses and take part in 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 and may not be repeated (formerly ESL 285).

ESL 357
GRAMMAR REVIEW FOR COLLEGE
Corequisite: ESL 999 or 999B
Recommended Preparation: ESL 331, 347
Completes the advanced, rapidly-paced grammar sequence for non-native speakers of English. Emphasis is on structures particularly difficult for speakers of English as a second language such as gerunds and infinitives in both active and passive voice, and noun, adjective, and adverb clauses, including clauses of condition. Writing of original compound and complex sentences with appropriate transitions and punctuation is stressed. This course may be offered for zero units on an open-entry/open-exit basis. The unit version of this course is not open-entry/open-exit and may not be repeated (formerly ESL 245B).

ESL 358
LISTENING AND NOTE-TAKING SKILLS FOR COLLEGE
Recommended Preparation: ESL 340
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. 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 not be repeated (formerly ESL 235).

ESL 888
ESL SKILLS LAB
Corequisite: ESL 326, 345
Requires concurrent enrollment in designated ESL reading courses. Enhances and provides practice in skills learned in ESL reading and writing courses.

ENV 1
INTRODUCTION TO ENVIRONMENTAL STUDIES
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.

ENV 6
SCARCITY AND ENVIRONMENT
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 ECON 6. 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 BIO 18. Credit given in either area, not both.

ENV 19
MARINE BIOLOGY
Recommended Preparation: Previous college-level biology course
Study of the description, distribution, and natural history of marine organisms. Marine life of Southern California and natural history of marine organisms (including humans) and their environment, with an emphasis upon understanding the causal mechanisms underlying each phenomenon. Learning activities will include formal laboratory investigations, examination of live animals and plants, and short field trips to surrounding areas. Also listed as BIO 19. 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.
ENV 24
NATURAL HISTORY OF CALIFORNIA
Acquaints the non-biology major with the basic physical and biological aspects of the coastal, valley, mountain, and desert environments of California. Field trips may be required to fulfill the objectives of this course. Also listed as BIO 24. Credit 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 BIO 25. Credit given in either area, not both.

ENV 30
ALTERNATIVE ENERGY TECHNOLOGIES
An introductory course presenting alternative energy policies and technologies. Specific technologies such as geothermal, 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.

ENV 105
ENVIRONMENTAL STUDIES INTERNSHIP
Corequisite: CWE 168/169
Recommended Preparation: ENV 1
An opportunity for an in-depth experience with an environmental agency, local municipality, private agency, or student initiated project. R E 3

ENV 106
NATURAL RESOURCE CONSERVATION
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 BIO 106. 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 169
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
FASHION
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 the development of fashion and consumer demands, fashion 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 design with fabric design and needs to upgrade and add to manipulative skills learned in the past. Choice of skills will be made on an individual basis. Combination of the 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 111
Application of advanced techniques in construction of garments. Use of designer patterns and adapting patterns for a more personal style. Handling of such special fabrics as leather, man-made furs, velvet, microfibers, sheers, silks, piques, taffetas, and lace. Fine custom details such as lining and underlining. Combination of the 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
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH 120</td>
<td>3/2/2</td>
<td>Tailoring</td>
<td>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 technique; and quick methods of construction.</td>
</tr>
<tr>
<td>FASH 124</td>
<td>3/2/2</td>
<td>Wearable Art</td>
<td>Recommended Preparation: FASH 100 or basic sewing skills. Incorporates student's artistic abilities, cultural and ethnic sources, specialty fabrics, needlearts and heirloom sewing to create an artistic wearable garment. Covers design methods, embellishment, surface patterns, and construction of clothing.</td>
</tr>
<tr>
<td>FASH 130</td>
<td>4/4/1</td>
<td>Flat Pattern Design</td>
<td>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.</td>
</tr>
<tr>
<td>FASH 132</td>
<td>3/2/2</td>
<td>Draping Fashion Designs</td>
<td>Recommended Preparation: FASH 100 or basic sewing skills. Creative apparel-designing using fabric-draping techniques on a dress form with application to the individual.</td>
</tr>
<tr>
<td>FASH 136</td>
<td>3/2/2</td>
<td>Apparel Design</td>
<td>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.</td>
</tr>
<tr>
<td>FASH 140</td>
<td>3/3/0</td>
<td>Fashion Image</td>
<td>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.</td>
</tr>
<tr>
<td>FASH 143</td>
<td>3/3/0</td>
<td>Fashion Buying and Merchandising</td>
<td>Study the principles and techniques of merchandising especially pertinent to the fashion industry. It will include the buying functions, methods of merchandising fashion, and merchandise control. Also listed as BUS 143. Credit given in either area, not both.</td>
</tr>
<tr>
<td>FASH 144</td>
<td>3/3/0</td>
<td>Fashion Trends and Cultural Costumes</td>
<td>Examines the forces which influence the fashion trends of today by studying the clothing, textiles, arts, and cultures of the past. Covers historical, artistic, socioeconomic, geographic, religious, political, and cultural influences clothing design, textiles, and fashion from ancient to modern civilization. Includes cultures throughout the world.</td>
</tr>
<tr>
<td>FASH 145</td>
<td>1/1/0</td>
<td>Internship</td>
<td>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.</td>
</tr>
<tr>
<td>FASH 146</td>
<td>1/1/1</td>
<td>Fashion Show</td>
<td>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.</td>
</tr>
<tr>
<td>FASH 147</td>
<td>3/2/2</td>
<td>Fashion Display</td>
<td>Visual merchandising as both an art form and a selling technique in fashion retailing. The use of color, outfit coordination, store layout, fixtures, lighting, signing, composition, mannequins, and props will be studied. Also listed as BUS 148. Credit given in either area, not both.</td>
</tr>
<tr>
<td>FASH 148</td>
<td>1/1/1</td>
<td>Fashion Illustration</td>
<td>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.</td>
</tr>
<tr>
<td>FASH 149</td>
<td>1/1/1</td>
<td>Special Topics</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.</td>
</tr>
<tr>
<td>FASH 209</td>
<td>2/1/3</td>
<td>Construction of Children's Clothing</td>
<td>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.</td>
</tr>
<tr>
<td>FASH 210</td>
<td>1/0/3</td>
<td>Clothing Construction Studio</td>
<td>Corequisite: Enrollment in any fashion course. Add 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.</td>
</tr>
</tbody>
</table>
### Courses

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours Per Week</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH</td>
<td>210</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
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</tr>
</tbody>
</table>

### FASH 221 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 fabric 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 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**

### FASH 230 Alterations and Fitting

**Recommended Preparation:** FASH 100 or basic sewing skills

Included are basic procedures involved in altering a ready-made garment, fitting patterns and clothing, industrial 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. 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 and costume projects. Excellent for fashion, theater costuming, art and interior students. **R E 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 254 Fashion in Southern California

**1/5/1**

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 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. Model in the annual fashion department show. **2/1/3**

### 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 Illustrator and Snap Fashion for fashion illustration and 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**

### FCS 115 Consumer Issues

**3/3/0**

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. Includes decision-making, consumer resources, resolving consumer complaints, psychology of the marketplace, financial planning, consumer credit, stretching food dollars, housing, economics through the life cycle, clothing, appliances, energy conservation, transportation, insurance, and health care.
### FGS 140
**Fashion Image and Apparel Selection**
- Concepts of apparel selection for professional and personal needs based on design, culture, fashion image, and lifestyles. Includes study of sociological, physiological, and psychological aspects of dress. Covers wardrobe analysis, coordination and maintenance, and consumer purchase guidelines.

### FGS 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. Investigate changing roles and lifestyles. Practical applications include balancing home, family, work, and individual responsibilities; household planning; work simplification; budgeting; and management of the household.

### FGS 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

### FGS 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

### FGS 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

### FGS 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

### FGS 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

### FA 27
**Introduction to Fine Arts**
- An introductory course to the discipline of fine arts, including art, theatre, and music. Explores various topics that unite all fine arts, including terminology, aesthetics, themes, objective and subjective analysis, and techniques of the critique.

### Courses

#### FCS 140C
**Foods and Nutrition**

- 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 140
**Cultural Foods**
- Mastery of techniques in menu planning, preparation, presentation, and service of fine cuisine. Professional and commercial applications as well as culinary careers will be explored. R E 3

#### FN 140
**Classical Cuisine**
- Mastery of techniques in menu planning, preparation, presentation, and service of fine cuisine. Professional and commercial applications as well as culinary careers will be explored. R E 3

#### FN 150
**Nutrition, Weight Management, and Eating Disorders**
- Covers sound principles of weight management and nutritional concerns of eating disorders. Investigates and evaluates weight-control methods, food fads, faddisms, basic nutritional needs, and recommended lifestyle changes. Current approaches to nutritional care and treatment of eating-disorders will be covered. Emphasizes on-the-job application of nutrition principles for eating disorder counselors and nutrition professionals.

#### FN 160
**Nutrition for Health Occupations**
- Examines the essential nutrients and the basic dietary guides. 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 intakes, hydration, specific activity recommendations, and applications. R E 3
FN 171  3/3/0  **SANITATION AND SAFETY**  Environmental control and its application to food preparation, personal cleanliness, sanitation in the commercial kitchen and dining room, and the use and care of equipment within food service operations. Emphasis on safety and accident prevention on the job and optimum equipment selection, use, and maintenance.

FN 172  2/1/3  **CATERING**  Covers catering and special events planning and production including management, menu planning, estimating and marketing, hiring tactics, controlling costs, equipment selection and use, logistics, and presentation techniques. Customer service and recommended business practices will be stressed as well as quality standards.  R E 3

FN 173  2/1/3  **CATERING AND BANQUETS**  Catering, management and service, menu planning, equipment selection, logistics, and advanced presentation techniques of catering and banquet production will be included. On-site, off-premise, and special event planning from the perspective of hospitality, profitability and customer service are emphasized.  R E 3

FN 189  **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

FN 220  2/1/3  **COUNTRY FRENCH FOODS**  Exploration and preparation of the foods of provincial France. Students will gain practical experience in the planning and preparation of representative Country French and bistro specialties and menus. Attention will be given to techniques, methods, and presentation for the catering and restaurant industry.  R E 2

FN 221  2/1/3  **FRENCH CUISINE**  Focuses on the art of preparing and presenting elegant, classic French cuisine. Emphasis is on broadening the student’s knowledge and experience in preparing fine French foods for the culinary industry.  R E 2

FN 222  2/1/3  **CHINESE FOODS**  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  2/1/3  **ASIAN FOODS**  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  2/1/3  **MEXICAN FOODS**  Survey of Mexico's many regional cuisines, specialized techniques, ingredients, and equipment.  R E 3

FN 227  2/1/3  **MEDITERRANEAN FOODS**  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  2/1/3  **ITALIAN FOODS**  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  2/1/3  **VEGETARIAN FOODS**  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 includes a variety of cultural and ethnic foods as well as professional applications.  R E 3

FN 232  2/1/3  **LITE CUISINE STRATEGIES**  Practical information for researching, establishing, and maintaining a lifelong eating plan and good health. Laboratory experience includes preparing healthy meals using innovative methods. Emphasizes identifying the less desirable components of recipes and modifying or substituting them with more healthful ingredients.  R E 3

FN 236  2/1/3  **AMERICAN REGIONAL FOODS**  Culinary history and survey of major influences and origins of American foods. Regions covered include the Northeast, Southern, Middle America, Pacific Northwest, Southwest and California. A unique cuisine has been created from the contributions of Native Americans and many immigrant groups. This diverse culinary heritage will be investigated through hands-on preparation of traditional regional foods.  R E 3

FN 240  2/1/3  **INTRODUCTION TO CULINARY ARTS**  Introduction to the professional field of Culinary Arts. Topics included are career options, menu planning, food purchasing, production management, sanitation and safety, dining room service, and overview of cooking methods. Development of culinary skills through lab applications.  R E 3

FN 242  1/5/1.5  **BREAKFASTS, LUNCHES, AND GARDEN-MANGER**  Practical experience in breakfast, lunch, and cold food preparation for the culinary professional. Techniques, preparation, presentation, and service of identified foods will be explored. Purchasing and storage methods are covered as well as quality control of products in the pantry area.  R E 3

FN 244  2/1/3  **BAKING BASICS**  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 nutritional considerations in baking are also covered.  R E 3

FN 245  2/1/3  **SPECIALTY AND SAVORY BAKING**  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
Saddleback College Catalog 2005/06

Foreign Language

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 2 ELEMENTARY FRENCH
Prerequisite: FR 1 or 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
Prerequisite: FR 3 or four years of high school French
Corequisite: FR 999B
Concentrates on the development of fluency in the skills needed to communicate in French. Further study of cultural topics.

FR 10 INTERMEDIATE CONVERSATIONAL FRENCH
Prerequisite: FR 2 or three years of high school French
Designed to develop fluency in French. The emphasis is on both formal and informal expression and conversation in the language.

FR 20 INTRODUCTION TO FRENCH LANGUAGE AND CULTURE
Recommended Preparation: College level reading ability
Traces the development of French culture from Roman period to modern times. Conducted in English. No prior study of French language or culture required.

FR 211 FRENCH FOR BUSINESS PURPOSES
Recommended Preparation: FR 1 and 2
Concentrates on practical, commercial, technical, and business-related French 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

FR 999A FRENCH LANGUAGE LAB
Corequisite: FR 1, 1A, 1B, 2, 2A, 2B
Requires concurrent enrollment in designated Elementary French courses. Enhances and provides practice in skills learned in Elementary French Language courses. Minimum one hour per week required. R E 3

FR 999B FRENCH LANGUAGE LAB
Corequisite: FR 3, 4

Geographic Information Systems
GEOG 110 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 GEOG 110. Credit given in either area, not both.

GIS 204 GEOG.INFO.SYS:ADVANCED APPLICATIONS — INTERNSHIP & FIELDWORK
Prerequisite: GIS 212
Corequisite: CWE 168/169
Internships and fieldwork comprise a significant portion of the students’ work in this Geographic Information Systems course (GIS). Students will participate in selected internship opportunities and field applications of GIS.
GIS 211  INTERMEDIATE GEOGRAPHIC INFORMATION SYSTEMS (GIS)
Prerequisite: GEOG/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.

GIS 212  ADVANCED GEOGRAPHIC INFORMATION SYSTEMS (GIS)
Prerequisite: GIS 211
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.

GEOG 1  PHYSICAL GEOGRAPHY
Focuses on the basic physical elements of geography: Earth-sun relationships, weather, climate, landforms, soils, water and natural vegetation, and their integrated patterns of world distribution.

GEOG 1L  PHYSICAL GEOGRAPHY LABORATORY
Prerequisite: Must be taken concurrently with GEOG 1 or within one year after completing GEOG 1
An earth environment laboratory that explains in greater depth the ideas and relationships of physical geography. Stresses the scientific method in interpreting Earth-sun relations; time; earth representation through globes and maps; weather (temperature, moisture, pressure and winds); climate; natural vegetation; soils and landform evolution by tectonic forces, erosion and deposition.

GEOG 2  CULTURAL GEOGRAPHY
Introduction to social and political elements of geography and a survey of major cultural patterns.

GEOG 3  WORLD REGIONAL GEOGRAPHY
Introduction to the major regions and countries of the world with emphasis on population, place, location, environment, and economic development.

GEOG 38  CALIFORNIA GEOGRAPHY
The natural and cultural environment of California with special emphasis on the effects of the climate, topography, resources and location upon the social, political and economic development of the state.

GEOG 102  GEOGRAPHY FIELD STUDIES
A lecture and laboratory field course to study the physical and cultural geography of California. Thematic emphasis and course content will vary depending on location. R E 3

GEOG 103  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  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  COASTAL AREAS OF CALIFORNIA AND THE WESTERN UNITED STATES
A lecture and laboratory course to study the physical and cultural geography 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  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.

GEOG 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

GEOG 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
Geology

GEOL 1
INTRODUCTION TO PHYSICAL GEOLOGY
Integrated study of the principles of geology and the use of geologic clues to determine earth history. Emphasis will be placed on the composition of earth’s crust and interior, plate tectonics, volcanism, earthquakes, mountain building, surface processes and natural resources such as minerals, fossil fuels, and water. Includes laboratory exercises in identifying common minerals and rocks, reading and interpreting aerial photos, topographic, and geologic maps. Field trips will supplement laboratory work.

GEOL 2
HISTORICAL GEOLOGY
Recommended Preparation: GEOL 1 or 20
A study of the physical and biological aspects of the evolution of the earth. The history and origin of the earth continents, oceans and atmosphere; origin and evolution of life; global tectonics; methods and concepts utilized in deciphering the geologic records. Field trips may be required to fulfill the objectives of this course.

GEOL 3
GEOLOGY OF CALIFORNIA
A study of California’s geologic provinces and their direct affect on the human history of the state. How the San Andreas Fault system, other earthquake faults, volcanoes, mountain ranges, glacial valleys, and other geological features relate to and influence our life in this state. How our energy resources and recreation are directly related to the geology of 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, tornados, and wind-driven ocean waves. Current topics such as air pollution and climate change will also be addressed. May be offered by mediated mode of instruction.

GEOL 10
GEOLOGY OF THE NATIONAL PARKS
A survey of geologic concepts and processes responsible for shaping the national parks of the U.S., including plate tectonics, mountain building, volcanic and earthquake activity, weathering, erosion, sedimentation and glaciation. Emphasizes the geologic evolution of the North American continent. (Formerly GEOL 110)

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 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 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 162
GEMS 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
GFS: NATIONAL PARKS & MONUMENTS
(WESTERN UNITED STATES)
Studies the origin, evolution, and geology of national parks and monuments of the Western United States. Thematic emphasis, course content, and national parks to be visited will vary. Students in geology and earth sciences are encouraged to enroll.

GEOL 172
GEOLOGY FIELD STUDIES: MOJAVE DESERT
Studies the origin, evolution, and geology of the Mojave Desert and adjacent areas. Scheduled to minimize conflict with other classes. Students in geology and earth sciences are encouraged to enroll.
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<th>Course Prefix</th>
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<th>Units</th>
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<td>GEOLOGY FIELD STUDIES: ANZA-BORREGO DESERT</td>
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<td>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.</td>
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<td>GEOLOGY FIELD STUDIES: LOS ANGELES-ORANGE-SAN DIEGO COUNTY</td>
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<td>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 process and develops scientific skills and thought.</td>
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<td>GEOLOGY FIELD STUDIES: YOSEMITE</td>
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<td>Studies the origin, evolution, and geology of Yosemite Valley National Park and surrounding areas. Thematic emphasis and course content will vary. Scheduled to minimize conflict with other classes. Students in geology and earth sciences are encouraged to enroll.</td>
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<td>GEOLOGY FIELD STUDIES: KINGS CANYON-SEQUOIA</td>
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<td>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.</td>
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<td>GEOLOGY FIELD STUDIES: COAST RANGE-MORRO BAY</td>
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<td>Studies the origin, evolution, and geology of the Coast Range, Morro Bay, and adjacent areas. Thematic emphasis and content will vary. Scheduled to minimize conflict with other classes. Students in geology and earth sciences are encouraged to enroll.</td>
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GER 211
GERMAN FOR BUSINESS PURPOSES
3/3/0
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 1

GER 250
PRACTICAL GERMAN
1/3/0
Emphasizes practical skills in German as applied to everyday situations including travel, shopping, dining, health, and related topics pertaining to everyday activities and cultural topics. Assumes no prior knowledge of the language. R E 1

GER 999A
GERMAN LANGUAGE LAB
.25/0/1
Corequisite: GER 1, 2, 2A, 2B
Requires concurrent enrollment in designated Elementary German courses. Enhances and provides practice in skills learned in Elementary German courses. Minimum one hour per week required. R E 3

GER 999B
GERMAN LANGUAGE LAB
.25/0/1
Corequisite: GER 3, 4
Requires concurrent enrollment in designated Intermediate German courses. Enhances and provides practice in skills learned in Intermediate German language courses. Minimum one hour per week required. R E 3

Gerontology

GERO 101
FUNDAMENTALS OF AGING
1 or 1.5/1 or 1.5/0
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. May be offered by mediated mode of instruction. Provides 20 CEUs for Administrators of Residential Care Facilities for the Elderly.

GERO 110
PSYCHOLOGY OF AGING
1.5/1.5/0
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 CEP60.

GERO 115
SOCIOLOGY OF AGING
1.5/1.5/0
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 CEP60.

GERO 120
PHYSIOLOGY OF AGING
1.5/1.5/0
Explores myths and observable biological/physiological processes in aging and senescence. Emphasis will be placed on methods of assisting older persons in health promotion and maintenance including balanced nutrition and exercise programs. Chronic illness and biological deterioration in the final phases will be approached with an attitude of the value of life and human integrity. This course will provide 20 CEU’s for administrators of residential care facilities for the elderly. Provider-approved by the California Board of Registered Nursing Provider Number CEP60, for 24 contact hours.

GERO 145
ACTIVITY LEADERSHIP
3/3/0
Learn to plan and coordinate activities for older adults which are designed to make life more meaningful and to support mental, physical, and social capabilities. Meets requirements of the California State Department of Health for the 36-hour Activity Leader Course. Students completing this course will be eligible for employment as Activity Director in skilled nursing or intermediate care facility. Provides 20 CEU for administrators of residential care facilities. Provider approved by the California Board of Registered Nursing, Provider Number CEP60.

GERO 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

GERO 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

Graphic Communication

GC 101
INTRODUCTION TO GRAPHIC COMMUNICATION
3/2/3
Designed to introduce the graphics major as well as the non-major to the broad field of graphic communications. Includes experience in design, desktop publishing, copy preparation, process camera, plate-making, press operations, and bindery, as well as hands-on experience in each of the major printing processes, including offset lithography, letterpress, and screen printing. R E 1

GC 170
INTRODUCTION TO SCREEN PRINTING
3/2/3
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
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

GC 195
GRAPHICS PRODUCTION
3/1/4
Recommended Preparation: GC 101
For the advanced graphics student who requires actual production experience or additional training in a specific area. Skills will be enhanced by hands-on experience in the production of graphics in computer graphics, graphic communications, design or illustration/animation. R E 3
**Course Prefix** | **Course Number** | **Title** | **Lecture Hours** | **Lab Hours**
--- | --- | --- | --- | ---
GD | 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; and exploration in the areas of color overlay and halftones.** Designed to convey current concepts in the graphic design field. Also listed as ART 141. Credit given in either area, not both. 

GD | 141 | **GRAPHIC RENDERING TECHNIQUES**
The exploration of two-dimensional media for graphics: pencil, ink, felt-tip pens, and airbrush. Projects encourage exploration and control in a variety of design applications. Recognition and choice of techniques in translating ideas into renderings. Also listed as ART 141. Credit given in either area, not both. 

GD | 142 | **PACKAGE DESIGN**
Introduction to traditional and computer-generated construction and layout of three-dimensional packaging, including labels, overwraps, printed cartons, and point-of-purchase displays. Also listed as ART 142. Credit given in either area, not both. 

GD | 144 | **HANDLETTERING AND TYPOGRAPHY**
Basic principles of various kinds of handlettering, illumination, and typography explored. Includes discussion and practicing type styles and characteristics. Construction and development of type styles, familiarization with spacing techniques, and relationships and knowledge of tools employed. Computers and terminology utilized with typograph preparation. Also listed as ART 144. Credit given in either area, not both.

GD | 145 | **GRAPHIC ILLUSTRATION**
Develop illustrations 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 select mediums. Also listed as ART 145. Credit given in either area, not both.

GD | 147 | **INTRODUCTION TO COMPUTER GRAPHICS**
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. 

GD | 148 | **DESKTOP GRAPHIC DESIGN**
Recommended Preparation: GD or ART 140, GD 147

GD | 149 | **DESKTOP PAINT & ILLUSTRATION**
Recommended Preparation: GD or ART 141, 145, GD 147

GD | 150 | **DESKTOP VIDEO AND ANIMATION**
Recommended Preparation: GD or ART 141, GD 147, 149

GD | 151 | **DESKTOP PUBLISHING**
Information and hands-on learning with various word processing, graphics, and desktop publishing software using Macintosh computers, laser printers and storage devices to prepare publications for printing (formerly GC 151).
Health

HLTH 1 3/3/0
HEALTH EDUCATION
An investigation into traditional and holistic health topics as they relate to the individual, family, community, and society. General topics include stress reduction techniques, emotional management, sexuality and intimate relationships, nutrition and food awareness, fitness and recreation, aging and dying, narcotics, alcohol, and tobacco. May be offered by mediated mode of instruction.

HLTH 2 1.5/1.5/0
STANDARD FIRST AID
A course in accident and injury prevention, early medical care, first aid for common injuries, and lifesaving skills. Successful completion qualifies a student for the American Red Cross Standard First Aid Certificate. R 99

HLTH 3 3/3/0
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.

Health Sciences

HSG 101 3/3/0
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.

HSG 102 2/2/0
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. May be offered by mediated mode of instruction. Provider approved by the California Board of Registered Nursing, Provider Number CEP60.

HSG 217 2/2/0
CARDIAC DYSRHYTHMIAS
Recommended Preparation: N 172 or EMT 205
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 CEP60. May be offered by mediated mode of instruction.

HSG 222 .75/.75/0
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 Healthcare Provider Basic Life Support course completion card. R 99

HSC 223 .25/.25/0
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

HSC 224 2/2/0
ADVANCED CARDIAC LIFE SUPPORT
Limitation: Current BLS Healthcare Provider
Recommended Preparation: HSC 217
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 CEP60. R 99

HSC 227 2/2/0
PEDIATRIC ADVANCED LIFE SUPPORT
Limitation: Current BLS Healthcare Provider course completion card or equivalent with American Heart Association criteria
American Heart Association/American Academy of Pediatrics Pediatric Advanced Life Support (PALS) course for healthcare providers to develop proficiency in the knowledge and skill of advanced pediatric resuscitation and emergency care. Satisfactory completion of the course will provide an American Heart Association Pediatric Advanced Life Support Provider course completion card. Provider approved by the California Board of Registered Nursing, Provider Number CEP60. R 99

HSC 228 1/1/0
CALCULATIONS FOR MEDICATION ADMINISTRATION
Basic concepts for problem-solving in administering drugs and solutions. Stresses equivalencies and unit conversions.

HSC 229 1/1/0
FIRST AID & HEALTH FOR EARLY CHILDHOOD TEACHERS
Overview of health for young children. Also includes instruction in first aid and CPR for early childhood educators who work with young children. R 99

HSC 240 4/4/0
PHLEBOTOMIST/LABORATORY ASSISTANT PROCEDURES
Limitation: Current malpractice insurance, TB test results, and CPR card
Corequisite: CWE 168 or 169
Recommended Preparation: MA 200
A California state approved full training program for phlebotomy. Gives students a comprehensive knowledge of venipuncture/skin puncture, specimen collection and handling, universal precautions, laboratory safety, and basic medical terminology. Certificate awarded upon completion of course with grade of “C” or better and all required venipunctures/skin punctures.

HSC 241 PHLEBOTOMY
Provides basic and advanced didactic content required for state certification for phlebotomists working in the field. Includes anatomy, physiology, infection control, specimen identification collection equipment, patient preparation, specimen processing, quality, legal issues and interpersonal relations. R E 3
RE 2  Repeatability model and number of repeats

HSC 260  1.5/1/1.5
COMPUTER APPLICATIONS FOR HEALTHCARE PERSONNEL
Prepares health science and nursing students to perform patient simulation using computers. Provides orientation to hospital and office-based applications, including word processing, data base systems, electronic spreadsheets and hospital information systems. Also listed as MA 260. Credit given in either area, not both.

HSC 263 .25/0/.75
SKILLS LAB—BASIC
Includes demonstration and practice of basic manual skills and procedures necessary for the student at the fundamental level. Offered as open-entry/open-exit as credit/no credit. R E 3

HSC 264 .25/0/.75
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 .25/0/.75
SKILLS LAB—ADVANCED
Recommended Preparation: N 173 and 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

HSC 289 .5-.4/4/5-.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

HSC 291  5/5/0
MANAGEMENT OF ASSAULTIVE BEHAVIOR
Created for individuals whose work brings them into close contact with assaultive and violent behaviors. The theory of recognition and prevention of the assaultive crisis will be discussed. Students will participate in kinetic-learning exercises designed to teach professional physical-control techniques for use with assaultive individuals. R E 3

HEBR 1  5/5/0
ELEMENTARY HEBREW
Prerequisite: HEBR 999
Corequisite: HEBR 1
Recommended Preparation: College-level reading ability
Designed to develop the fundamentals of communicative competence in colloquial Hebrew. The emphasis is on listening, comprehension, and conversational skills. Early reading and writing skills are introduced, as well as fundamental aspects of culture. Equivalent to two years high school Hebrew.

HIST 7  3/3/0
SOCIAL AND ECONOMIC HISTORY OF THE UNITED STATES TO 1876
Surveys the American social and economic experience from the colonial period through Reconstruction. Featured topics include colonization, westward expansion of Europeans; the interaction of Native American and European cultures; merchant and early industrial capitalism; motives for and consequences of independence from Great Britain; development and economic implications of federal government; slavery, indenture and free labor; immigration; conflicts between the agrarian/republican and urban-industrial/federalist visions of America; military involvements, and conditions of private and family life.

HIST 8  3/3/0
SOCIAL AND ECONOMIC HISTORY OF THE UNITED STATES, 1877 TO THE PRESENT
Surveys the American social and economic experience from Reconstruction to the present. Featured topics include the emergence of big business; labor and unionization; focus shifts from agriculture to manufacturing to services; government's role in regulating industry and taming business cycles; immigration and internal migrations; urbanization; gender roles and family structure; technological change; living conditions; the distribution of wealth; African American legal rights and economic realities; effects on Native Americans of U.S. expansion and federal oversight; economic globalization; overseas military actions, and new challenges to security and liberty.

HIST 9  3/3/0
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  3/3/0
UNITED STATES AND ASIA/PACIFIC SINCE 1800
An in-depth study of the United States' historical involvement in the Asian/Pacific regions since 1800. A study of the early explorations in the Pacific region; the principal, social, cultural, and political institutions of Asian/Pacific countries, past and present relations of the United States.
UNITED STATES SINCE 1945

HIST 11  PERSPECTIVES OF PEACE STUDIES  3/3/0
A comprehensive study of nonviolent philosophies and movements from the ancient world to the present, with particular emphasis on Mohandas Gandhi, Martin Luther King, Jr., and the movements they led. May be offered by mediated mode of instruction.

HIST 12  REvolutions and Revolts  3/3/0
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  3/3/0
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  3/3/0
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. May be offered by mediated mode of instruction.

HIST 17  HISTORY OF THE UNITED STATES SINCE 1876  3/3/0
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. May be offered by mediated mode of instruction.

HIST 19  UNITED STATES SINCE 1945  3/3/0
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  3/3/0
A general overview of the sociological, psychological, and historical background of selected ethnic groups in the United States. Topics include social, political, and economic factors, as well as intergroup relationships, prejudice, discrimination, affirmative action, immigration, assimilation, and social change. Also listed as SOC 20. Credit given in either area, not both.

HIST 21  WOMEN IN UNITED STATES HISTORY: A MULTICULTURAL PERSPECTIVE  3/3/0
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  3/3/0
Survey of American history and interpretation of institutions from the colonial period to the present. May be offered by mediated mode of instruction.

HIST 25  HISTORY OF AMERICAN WEST  3/3/0
An analysis of the 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  3/3/0
A survey of the heritage of Latin America from a cradle of civilization in the pre-European era to the beginning of nationhood. The emphasis will be on 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: 1800 TO THE PRESENT  3/3/0
A survey of the political, economic, cultural, and social history of Latin America. Review the development of Latin American nations since independence from European conquest and occupation. Examines 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  3/3/0
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 32  CALIFORNIA HISTORY  3/3/0
A comprehensive study of nonviolent philosophies, political and social factors which have influenced development from the pre-Spanish period to the present.

HIST 33  THE POLITICAL/SOCIAL HISTORY OF THE CHICANAS/OS  3/3/0
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  ENGLISH HISTORY TO 1688  3/3/0
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  ENGLISH HISTORY SINCE 1688  3/3/0
A survey of English history from the Glorious Revolution to the present. Includes an overview of the economic, political, social, cultural, and scientific developments from 1688 to the present.
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. Field trip may be required.

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 C.E.

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 135 3/3/0
INTRODUCTION TO AMERICAN STUDIES
Focuses on different historical periods and the changing meaning of concepts such as democracy, equality, and freedom within those periods. Examines some of the important cultural, intellectual, moral, and political struggles that have shaped contemporary American society.

HIST 189 .5-4/.5-4/.5-9
SPECIAL TOPICS
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HORT 7 3/2/3
INTRODUCTION TO LANDSCAPE DESIGN
Fundamentals of landscape design as applied to residential landscape projects, study of materials used in landscape development, site analysis, problems of design, fundamentals of plant selection, and introduction to graphic presentations. Field trips may be required to fulfill the objectives of this course.

HORT 10 3/3/0
PLANT MATERIALS-Herbaceous Plants
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 course.

HORT 11 3/3/0
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 course. May be offered by mediated mode of instruction.

HORT 20 4/3/3
INTRODUCTION TO HORTICULTURAL SCIENCE
An introductory course in ornamental horticulture. Plant structure, growth and development, pests, soils, fertilization, propagation, pruning, diseases, planting, greenhouse techniques, and landscaping principles will be studied. Extensive hands-on greenhouse work will be involved. Field trips may be required to fulfill the objectives of this course.
HORT 29 3/2/3
ORNAMENTAL NATIVE PLANTS

Studies California native plants suitable for landscape use. Emphasizes the identification of plants, cultural requirements for their use in the landscape, and the ecology of the plants in nature. Special attention will be placed on solving landscape problems using native and other drought-tolerant plants. R E 1

HORT 106 3/2/3
LANDSCAPE CADD

Introduction to the use of computer-aided drawing and drafting (CADD) applications in landscape design; covers applications in computer mapping and graphics, planting design, and landscape development according to industry standards. R E 3

HORT 109 3/3/0
INTRODUCTION TO PLANTING DESIGN

Introduction to the elements and principles of planting design. Emphasis is given to organizing and applying plant material to design problems using accepted ecological, functional, and aesthetic standards. Field trips may be required to fulfill the objectives of this course.

HORT 112 3/2/3
PLANT PROPAGATION

Theory and practices of plant propagation, including seeds, cuttings, division, tissue culture, layering, budding, and grafting. Study will include propagation structures, plant growth regulators and environmental factors regulating plant growth and development. May be offered by mediated mode of instruction.

HORT 113 3/2/3
SOILS AND FERTILIZERS

Soil development, texture, aeration, structure, cation exchange and other physical and chemical properties will be studied. Characteristics, uses, and methods of application of fertilizers and soil amendments in practical applications.

HORT 115 3/3/0
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. May be offered by mediated mode of instruction.

HORT 116 3/3/0
IRRIGATION SYSTEMS

An introductory irrigation-systems course with emphasis on landscape, nursery and greenhouse system design, installation, maintenance and repair. Field trips may be required.

HORT 120 4/3/2
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.

HORT 123 3/3/0
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 landscapes and/or heavily eroded landscapes. Also listed as ENV 123. Credit given in either area, not both.

HORT 130 3/3/0
HARDSCAPE AND CONSTRUCTION MATERIALS

Introduces students to the materials used in the development of ornamental hardscapes in the field of landscape design. These materials include soils, stone, wood, brick, paving materials, fencing, plastics and drainage materials. Design considerations in the use of these materials and the laws and regulations that apply are also covered.

HORT 131 1/1/0
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, 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

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HORT 208 2/1.5/1.5
BEGINNING FLORAL DESIGN

Introduction to care and handling of fresh flowers, greens, and plants in floristry, 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.
**Human Services**

**HS 37**
**INTRODUCTION TO CRIMINOLOGY**
Theories of historical, social, cultural, genetic, psychological, economic, and political causative factors related to crime are covered. Emphasizes the origin of law, its relationship to 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 crimes within our society.

**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, interrelationships 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 front-line work in community-based corrections, halfway houses, parole and probation supervision, diversion, youth advocacy, and community programs. Includes both a state and local perspective on functions and limitations in community-based corrections.

**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 group dynamics and group leadership within the context of the helping professions. Focuses on group development, interpersonal processes, and group facilitation skills. Concepts related to professional and ethical standards of group leadership are integrated. Application of course concepts occurs through experiential learning opportunities. Letter grade only.

**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.

**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**
**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**
**ALCOHOL AND OTHER DRUGS IN OUR SOCIETY**
Covers various theories of substance abuse and alcoholism, identification signs, symptomatology, and classification of drugs. 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 CEP60.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 171</td>
<td>3/3/0</td>
<td>ALCOHOLISM: INTERVENTION, TREATMENT, AND RECOVERY&lt;br&gt;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. Challenges students to examine their existing ideas about treatment and recovery from dependency disorders. Provider approved by the California Board of Registered Nursing, Provider Number CEP60.</td>
</tr>
<tr>
<td>HS 172</td>
<td>3/3/0</td>
<td>PHYSIOLOGICAL EFFECTS OF ALCOHOL AND DRUGS&lt;br&gt;Focuses on physical and physiological effects of drugs and alcohol on the body. Provider approved by the California Board of Registered Nursing, Provider Number CEP60.</td>
</tr>
<tr>
<td>HS 173</td>
<td>3/3/0</td>
<td>FAMILY COUNSELING: APPROACHES TO ALCOHOL PROBLEMS/DRUG ABUSE&lt;br&gt;Overview of family systems dynamics and treatment modalities used in counseling clients and families with alcohol and other substance use disorders. Includes family systems theory, psychopathology, legal and ethical issues in counseling. Focuses on dysfunctional family patterns, dual-diagnosis and treatment methods used in the human services discipline. Provider approved by the California Board of Registered Nursing, Provider Number CEP60.</td>
</tr>
<tr>
<td>HS 174</td>
<td>3/3/0</td>
<td>INTERVENTION AND REFERRAL TECHNIQUES&lt;br&gt;Develops skills needed to assist clients through crises. Examines techniques used in crisis intervention and the legal and ethical issues that influence delivery of services in a diverse community.</td>
</tr>
<tr>
<td>HS 175</td>
<td>3/3/0</td>
<td>SUBSTANCE ABUSE EDUCATION, PREVENTION, AND INTERVENTION&lt;br&gt;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, and other drugs. Public policies, media-information dissemination, ethnic and cultural-specific approaches, environmental risk reduction, harm reduction, and healthy alternatives to substance abuse will be presented and discussed.</td>
</tr>
<tr>
<td>HS 181</td>
<td>3/3/0</td>
<td>INTRODUCTION TO EATING DISORDERS&lt;br&gt;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.</td>
</tr>
<tr>
<td>HS 182</td>
<td>3/3/0</td>
<td>SUBSTANCE ABUSE: ADOLESCENT TREATMENT &amp; RECOVERY&lt;br&gt;Designed to explore current adolescent substance abuse treatment and recovery strategies. Emphasis will be placed on physical, mental, psychological, emotional, and social growth issues as they relate to the abuse of drugs, eating disorders, and other addictions.</td>
</tr>
<tr>
<td>HS 183</td>
<td>3/3/0</td>
<td>MEDICAL ASPECTS OF EATING DISORDERS&lt;br&gt;Identifies classification, epidemiology, etiology, and physiology of obesity, anorexia, compulsive eating, and bulimia. The contemporary methods of assessment, treatment, and complications of obesity, anorexia, compulsive eating, and bulimia are to be examined. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60. May be offered by mediated mode of instruction.</td>
</tr>
<tr>
<td>HS 184</td>
<td>3/3/0</td>
<td>THE BACKGROUND AND TREATMENT OF EATING DISORDERS&lt;br&gt;Addresses the assessment and diagnosis of functional treatment modalities across settings (inpatient/outpatient), and the use of community support systems for eating disorders. The student will develop a treatment philosophy for eating disorder clients. The end goal is to provide quality treatment by understanding the person behind the eating disorder. May be offered by mediated mode of instruction.</td>
</tr>
<tr>
<td>HS 185</td>
<td>3/3/0</td>
<td>SELF-ESTEEM STRATEGIES IN HUMAN SERVICES&lt;br&gt;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.</td>
</tr>
<tr>
<td>HS 186</td>
<td>3/3/0</td>
<td>JUVENILE VIOLENCE, GANGLAND, AND VICTIMIZATION&lt;br&gt;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.</td>
</tr>
<tr>
<td>HS 189</td>
<td>.5-4/.5-4/.5-9</td>
<td>SPECIAL TOPICS&lt;br&gt;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>
</tr>
<tr>
<td>HS 190</td>
<td>3/3/0</td>
<td>VIOLENCE IN THE FAMILY&lt;br&gt;Studies historical, sociological, psychological and legal aspects of the dysfunctional family. Emphasis is placed on intervention techniques for specific types of family violence. Students analyze family dynamics and develop intervention techniques and referral strategies. Provider approved by the California Board of Registered Nursing, Provider Number CEP60.</td>
</tr>
<tr>
<td>HS 210</td>
<td>1/1/0</td>
<td>CLIENT-RECORD DOCUMENTATION&lt;br&gt;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.</td>
</tr>
<tr>
<td>HS 266</td>
<td>3/3/0</td>
<td>DYSFUNCTIONAL FAMILIES/ACA ISSUES&lt;br&gt;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.</td>
</tr>
<tr>
<td>HS 285</td>
<td>3/3/0</td>
<td>ETHICAL ISSUES/CLIENTS’ RIGHTS&lt;br&gt;Introduction to 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 CEP60.</td>
</tr>
</tbody>
</table>
### Humanities

**HUM 1**  
**INTRODUCTION TO HUMANITIES**  
Recommended Preparation: Eligibility for ENG 1A  
Introduces representative models of human achievement throughout history, with emphasis on an evolving consciousness of moral and aesthetic values associated with the Western mind. It focuses on selected literary and philosophical works as they reflect these values, and on parallel achievements in the visual arts, theater, and music. The course examines the relationship between the work and its author in its historical and cultural context, while distinguishing its purpose, its contemporary impact, and its current significance.

**HUM 3**  
**THE CULTURE OF MEDIEVAL AND RENAISSANCE EUROPE**  
Recommended Preparation: Eligibility for ENG 1A  
Identifies and studies characteristically Medieval and Renaissance ideas and feelings about a variety of important human experiences as represented across a broad spectrum of the fine arts, philosophy and history. Among the themes to be studied are: the supernatural and the natural, the individual and the state, codes of personal conduct (chivalry and courtesy), the quest for new knowledge, the rise of the secular, and the emergence of a pluralistic universe. The transition from medieval to Renaissance consciousness will be emphasized.

**HUM 10A**  
**CULTURE, SCIENCE, AND SOCIETY I**  
Recommended Preparation: Admission to the Honors Program  
The first course in a cross-disciplinary Honors sequence organized around a single theme or topic. Designed to explore the continuity of cultural traditions through a study of major works of history, literature, philosophy, social thought, fine arts, and the sciences, and to compare and contrast the modes of inquiry characteristic of those disciplines. Topics may vary from year to year. Taught seminar style by a team of at least two instructors from two separate disciplines. Required of all students enrolled in the Honors Program.

**HUM 10B**  
**CULTURE, SCIENCE, AND SOCIETY II**  
Recommended Preparation: Admission to the Honors Program  
The second part of the cross-disciplinary Honors sequence organized around a single topic which may vary from year to year. Continues to explore cultural traditions and compare modes of inquiry through a study of major works among several disciplines. Required of all students enrolled in the Honors Program.

**HUM 21**  
**THE SEARCH FOR MEANING: IDEAS OF SELF ACROSS CULTURES**  
Recommended Preparation: Eligibility for ENG 1A  
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 22**  
**GOODS, CLOCKS, AND VISIONS**  
Recommended Preparation: Eligibility for ENG 1A  
An examination of connections between religion, science and the arts in the growth of humanity. Views from many academic fields will provide an enriched perspective of the transition from prehistoric and primitive cultures to the expanded horizons of the 20th century knowledge and belief. Significant concepts, themes and individuals are chosen to represent changing times and places. Also listed as IDS 2. Credit 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.

### Intercollegiate Athletics

**IA 1**  
**VARSITY FOOTBALL**  
Limitation: Pass physical examination  
Provides an opportunity for students to train and participate in Intercollegiate Football.  
R E 3

**IA 2**  
**VARSITY BASKETBALL, MEN**  
Limitation: Pass physical examination  
Provides an opportunity for students to train and participate in Intercollegiate Men’s Basketball.  
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 3

**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
VARSITY TENNIS, WOMEN
IA 13 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Men’s Cross Country. R E 2

VARSITY GOLF, MEN
IA 12 1 or 2/0/5 or 10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Men’s Golf. R E 2

VARSITY SOFTBALL
IA 11 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Men’s Softball. R E 2

VARSITY VOLLEYBALL, WOMEN
IA 10 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Volleyball. R E 2

VARSITY TRACK AND FIELD, WOMEN
IA 9 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Track and Field. R E 2

VARSITY CROSS COUNTRY, MEN
IA 8 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Men’s Cross Country. R E 2

VARSITY WATER POLO, MEN
IA 7 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Men’s Water Polo. R E 2

VARSITY GOLF, WOMEN
IA 6 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Golf. R E 2

VARSITY CROSS COUNTRY, WOMEN
IA 5 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Cross Country. R E 2

VARSITY SWIMMING AND DIVING, MEN
IA 4 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Men’s Swimming and Diving. R E 2

VARSITY SWIMMING AND DIVING, WOMEN
IA 14 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Swimming and Diving. R E 2

VARSITY TENNIS, MEN
IA 13 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Men’s Tennis. R E 2

VARSITY TENNIS, WOMEN
IA 14 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Tennis. R E 2

VARSITY VOLLEYBALL, MEN
IA 12 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Men’s Volleyball. R E 2

VARSITY SOFTBALL
IA 11 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Softball. R E 2

VARSITY TRACK AND FIELD, MEN
IA 10 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Men’s Track and Field. R E 2

VARSITY CROSS COUNTRY, WOMEN
IA 9 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Cross Country. R E 2

VARSITY WATER POLO, WOMEN
IA 8 2/0/10
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Provides an opportunity for students to train and participate in Intercollegiate Women’s Water Polo. R E 2

VARSITY GOLF, WOMEN
IA 7 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Golf. R E 2

VARSITY CROSS COUNTRY, MEN
IA 6 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Men’s Cross Country. R E 2

VARSITY SWIMMING AND DIVING, WOMEN
IA 5 2/0/10
Limitation: Pass physical examination
Provides an opportunity for students to train and participate in Intercollegiate Women’s Swimming and Diving. R E 2

INDEPENDENT STUDY
15-5/1B
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 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 3/3/0
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.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Units</th>
<th>Week</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS</td>
<td>111</td>
<td>INTERIOR DESIGN STUDIO 1</td>
<td>2/1/3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>112</td>
<td>BEGINNING DRAFTING FOR INTERIORS</td>
<td>3/2/3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>113</td>
<td>INTERIOR DESIGN CAREERS</td>
<td>2/2/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>114</td>
<td>APPLIED COLOR AND DESIGN THEORY FOR INTERIOR DESIGN</td>
<td>4/3/3</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>115</td>
<td>COMPUTER-AIDED DESIGN/DRAFTING FOR INTERIOR DESIGN</td>
<td>3/2/3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>116</td>
<td>INTERIOR MATERIALS AND PRODUCTS</td>
<td>4/4/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>122</td>
<td>HISTORY OF INTERIOR ARCHITECTURE AND FURNISHINGS I</td>
<td>3/3/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>123</td>
<td>INTERIOR DESIGN ILLUSTRATION</td>
<td>2/1/3</td>
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<tr>
<td></td>
<td>125</td>
<td>HISTORY OF INTERIOR ARCHITECTURE AND FURNISHINGS II</td>
<td>3/3/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>126</td>
<td>INTERIOR DESIGN STUDIO II</td>
<td>2/1/3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>110</td>
<td>FUNDAMENTALS OF INTERIOR DESIGN</td>
<td>3/3/0</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>127</td>
<td>FUNDAMENTALS OF LIGHTING</td>
<td>3/3/0</td>
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</tr>
</tbody>
</table>

**AGCT 220**

Introduction to Financial Planning

**RE 2**

Repeatability model and number of repeats

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**COURSES**

**INTRODUCTION TO FINANCIAL PLANNING**

ACCT 220

3/3/0

**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)

**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)

**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)

**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)

**INTERIOR DESIGN STUDIO I**

Recommended Preparation: Completion 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)

**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)

**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 110)

**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 related fields of design. Exploration of cultural heritage and psychological implication of design. (ID Regional Program #ID 130)

**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) R E 3

**INTERIOR MATERIALS AND PRODUCTS**

Analysis, application, and evaluation of products and materials used in interior design. Includes interior textiles, furnishings, and finish materials and products. (ID Regional Program #ID 150)

**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 128
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 250)

ID 129
INTERIOR DESIGN INTERNSHIP
Corequisite: CWE 168/169
Supervised and educationally-directed internship. Weekly lectures will relate on-the-job experiences with academic program. To be taken in the final semester of program. (ID Regional Program # ID 240)

ID 133
RENDERING AND RAPID VISUALIZATION FOR INTERIOR DESIGN
Recommended Preparation: ID 123
Application of the methods, techniques, and tools used for illustrating interior spaces and products with an emphasis placed on rapid production. (ID Regional Program # ID 133)

ID 189
SPECIAL TOPICS
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

ID 210
INTERIOR DESIGN STUDIO III
Recommended Preparation: ID 126 and 133
Analysis and application of the design process to space planning, materials and finish choices, codes application, and selection of specialized equipment unique to planning hospitality spaces. Design solutions to hospitality will be developed in the studio. (ID Regional Program # ID 265)

ID 211
CODES AND SPECIFICATIONS FOR INTERIOR DESIGN
Exploring federal, state, and local regulations, codes, and specifications concerning life-safety issues, barrier-free access, American Disabilities Act, and universal design requirements relative to residential and contract design. Special attention is given to performance, health-safety, and universal design when estimating and preparing specifications for interior materials and products. (ID Regional Program # ID 250)

ID 212
ADVANCED COMPUTER-AIDED DESIGN/DRAFTING FOR INTERIOR DESIGN
Recommended Preparation: ID 115
Develops proficiency and skills in two and three-dimensional computer-aided design and drafting for interior design applications. (ID Regional Program # ID 270) R E 3

ID 213
INTERIOR DESIGN STUDIO IV
Recommended Preparation: ID 126 and 133
Analysis and application of the design process to space planning, materials and finish choices, codes application, and selection of specialized equipment unique to planning health-care spaces. Design solutions to health-care will be developed in the studio. (ID Regional Program # ID 275)

ID 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

ITA 1
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, comprehending, and conversational skills. Early reading and writing skills are introduced, as well as fundamental aspects of culture. Equivalent to two years high school Italian.

ITA 10
INTERMEDIATE CONVERSATIONAL ITALIAN
Prerequisite: ITA 2 or three years of high school Italian Corequisite: ITA 999B
Recommended Preparation: College level reading ability
Designed to develop fluency in Italian. The emphasis is on both formal and informal expression and conversation in the language. R E 3

ITA 2
ELEMENTARY ITALIAN
Prerequisite: ITA 1 or 1B or two years of high school Italian Corequisite: ITA 999A
Recommended Preparation: College level reading ability
Designed to develop the fundamentals of communicative competence in daily spoken Italian. There is increased emphasis on reading and writing skills, as well as fundamental aspects of culture. 1B is equivalent to the second half of a regular elementary language course. Upon completion, students may enroll in ITA 2. Combination of ITA 1A and 1B equivalent to two years high school Italian.

ITA 3
INTERMEDIATE ITALIAN
Prerequisite: ITA 2 or three years of high school Italian Corequisite: ITA 999B
Recommended Preparation: College level reading ability
Designed to develop the fundamentals of communicative competence in daily spoken Italian. Although the focus remains on listening comprehension and speaking, reading and writing skills will be expanded. This course continues the familiarization with customs and cultural achievements begun in the previous semester.

ITA 4
INTERMEDIATE ITALIAN
Prerequisite: ITA 3 or four years of high school Italian Corequisite: ITA 999B
Recommended Preparation: College level reading ability
Designed to develop fluency in Italian. The emphasis is on both formal and informal expression and conversation in the language. R E 3
SADDLEBACK COLLEGE CATALOG 2005/06

Courses
Prefix Number Title Units Week Week of
Course Course Course No. of Per Per
Lecture Lab

198 www.saddleback.edu

ACCT 220 Introduction to Financial Planning 3/3/0

ITALIAN

Elementary Italian

ITA 250 Practical Italian
1/3/0
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

Corequisite: ITA 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

ITA 999A Italian Language Lab
.25/0/1
Requires concurrent enrollment in designated Elementary Italian courses. Enhances and provides practice in skills in Italian language courses. Minimum one hour per week required. R E 3

TA 999B Italian Language Lab
.25/0/1
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

JA 2 Introduction to Japanese Culture
3/3/0
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.

JA 250 Practical Japanese
1/3/0
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

Corequisite: JA 1, 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

JA 999A Japanese Language Lab
.25/0/1
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

JA 250 Practical Japanese
1/3/0
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

Corequisite: JA 1, 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

JA 250 Practical Japanese
1/3/0
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

Corequisite: JA 1, 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 Journalism
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 CA 1. Credit given in either area, not both. May be offered by mediated mode of instruction.

JRN 2 News Writing
3/3/0
Prerequisite: Eligibility for ENG 1A
Emphasizes news writing and reporting, methods of news gathering, organization and writing of articles. Includes the interpretation of significant news events and studies techniques of in-depth reporting.

JRN 103 Copyreading
3/3/0
Emphasizes copyreading, copy editing, and headline writing in the production of a newspaper. R E 1

JRN 104 Print Media Design
3/3/0
Introduces theory, techniques, and makeup styles used in publication. Includes page design, proofreading, selection of copy, problem-solving, writing headlines and captions, and designing advertising. R E 1

Korean

KOR 21 Introduction to Korean Culture
3/3/0
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
1/3/0
Emphasizes conversational skills in Korean 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

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

JA 21 Introduction to Japanese Culture
3/3/0
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.

KOR 105 Feature Writing
3/3/0
An in-depth study of commercial magazines and company publications including purposes, formats, requirements, feature requirements, market studies, and manuscript submission policies.

JRN 120 Newspaper Publication
4/3/3
Recommended Preparation: ENG 1A or JRN 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

JRN 125 Magazine Journalism
3/2/2
Recommended Preparation: ENG 1A, JRN 105, or ENG 3
Introduces distinctive elements of magazine journalism. Provides first-hand experience in the various phases of producing a magazine. R E 3

JRN 189 5/4,5-4,5-9

JRN 105 Feature Writing
3/3/0
An in-depth study of commercial magazines and company publications including purposes, formats, requirements, feature requirements, market studies, and manuscript submission policies.

JRN 120 Newspaper Publication
4/3/3
Recommended Preparation: ENG 1A or JRN 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

JRN 125 Magazine Journalism
3/2/2
Recommended Preparation: ENG 1A, JRN 105, or ENG 3
Introduces distinctive elements of magazine journalism. Provides first-hand experience in the various phases of producing a magazine. R E 3

JRN 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

Japanese

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. May be offered by mediated mode of instruction.

JRN 2 News Writing
Prerequisite: Eligibility for ENG 1A
Emphasizes news writing and reporting, methods of news gathering, organization and writing of articles. Includes the interpretation of significant news events and studies techniques of in-depth reporting.

JRN 103 Copyreading
Emphasizes copyreading, copy editing, and headline writing in the production of a newspaper. R E 1

JRN 104 Print Media Design
Introduces theory, techniques, and makeup styles used in publication. Includes page design, proofreading, selection of copy, problem-solving, writing headlines and captions, and designing advertising. R E 1

Korean

KOR 21 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 no prior knowledge of the language. R E 1
LIB 100 1/0/2
BASIC INFORMATION COMPETENCY SKILLS: LIBRARY RESEARCH
Designed to provide the student with an understanding of print and electronic reference sources available in an academic library, as well as research skills that can be used to find information for papers, presentations, and other class assignments. May be offered by mediated mode of instruction.

LIB 101 1/1/0
INTERMEDIATE INFO COMPETENCY SKILLS: SEARCH STRATEGIES
Designed to develop effective search strategies; to locate and critically evaluate information; and to recognize the ethical, legal, and socio-political implications of information.

LIB 102 3/3/0
ADVANCED INFORMATION COMPETENCY SKILLS: ONLINE SEARCHING
Recommended Preparation: LIB 100 or 101
Develops information competency skills including selecting research methods and resources, using search tools, evaluating resource types for college assignments, comparing print and online sources, and evaluating for accuracy, validity and bias. Includes the ethical and legal issues surrounding information technology. Students will be able to independently apply information competency skills to new and unfamiliar situations, including complex research questions, problems, or issues. May be offered by mediated mode of instruction.

LIB 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

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.

MS 4 4/3/3
SOUTHERN CALIFORNIA COASTAL ECOLOGY
Emphasizes subtidal, tidal, coastal and estuarian environments and man’s impact on the ecosystem. Field trips may be required to fulfill the objectives of this course.

MS 20 4/3/3
INTRODUCTION TO OCEANOGRAPHY
Study of the physical and chemical properties of oceans, with a brief study of the geological and biological operations of the oceanographer. The current thinking of the oceans as economic and natural resources will be stressed including the current techniques for measurement of the physical and chemical properties of the salt-water environment. The laboratory will focus on the basic instrumentation of the oceanographer, beginning with the simplest form. May be offered by mediated mode of instruction.

MS 171 1/5/1.5
MARINE SCIENCE FIELD STUDY: SANTA CATALINA ISLAND-LEE SIDE
Introduces students to concepts and techniques practiced in the field on water and land at Santa Catalina Island and adjacent island and coastal areas. Thematic emphasis and course content will vary. Trips will minimize conflict with other classes.

MS 189 .5-4/.5-4/.5-9
SPECIAL TOPICS
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

MST 10 3/2/1.5
INTRODUCTION TO AQUACULTURE
Historical, contemporary, and technological advancements in the science of rearing marine and freshwater organisms used for fisheries enhancement, ornamental trade, and food production. Organisms, culture systems, and the basic knowledge used to culture them will be explored. The impact of technology and conservation issues will be covered. Labs will focus on aquaculture techniques used in industry.

MST 100 2/1.5/1.5
MARINE AQUARIUM SYSTEMS
Introduction of theory and the application of aquarium 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 aquaria. (Formerly MST 240)

MST 101 1.5/0/4.5
AQUARIUM MANAGEMENT
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. R E 2

MST 201 2/1/2
MARLINSPIKE SEAMANSHIP
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

MST 202 2/2/0
MARINE WEATHER
Basic principles of meteorology and certain related aspects of oceanography are 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
MST 203 3/2.5/1.5
ECOLOGY OF CAPTIVE MARINE FISH AND INVERTEBRATES
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

MST 204 3/2.5/1.5
AQUATIC ANIMAL HEALTH AND DISEASE MANAGEMENT
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 and field trips will focus on industry techniques. R E 1

MST 205 3/2.5/1.5
WATER QUALITY AND TOXICITY
Introduction to how water quality and toxicity impacts and is 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. R E 1

MST 206 2/1.5/1.5
AQUATIC SYSTEM DESIGN AND LIFE SUPPORT
Principles of fluid mechanics, functional operation, facility planning, construction, and design of aquatic life support and auxiliary structures will be introduced and demonstrated. R E 1

MST 207 1.5/1.5/0
INTERNSHIP AQUARIUM/AQUACULTURE SCIENCES
Corequisite: CWE 168/169
Combines on-campus instruction with work experience at local public, research, or commercial aquarium or aquaculture facilities for on-the-job training while learning aquatic husbandry skills. R E 1
### Guidelines for Enrollment in Mathematics

#### MATHEMATICS COURSE SEQUENCE

**PRE-ALGEBRA**
- MATH 351

**BEGINNING ALGEBRA**
- MATH 251

**INTERMEDIATE ALGEBRA**
- MATH 253

**COLLEGE ALGEBRA**
- MATH 7

**COLL. ALG. FOR CALC.**
- MATH 8

**FINITE MATH**
- MATH 9

**STATISTICS**
- MATH 10

**TRIGONOMETRY**
- MATH 124

**BRIEF COURSE IN CALCULUS**
- MATH 11

**CALCULUS**
- MATH 11

**LINEAR ALGEBRA**
- MATH 26

**CALCULUS**
- MATH 2

**ELEM. DIFFERENTIAL EQUATIONS**
- MATH 24

**CALCULUS**
- MATH 2

**ANALYTIC GEOMETRY AND CALCULUS**
- MATH 3A
  - 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.

**ANALYTIC GEOMETRY AND CALCULUS**
- MATH 3B
  - 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.

**ANALYTIC GEOMETRY AND CALCULUS**
- MATH 3C
  - 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.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>7</td>
<td>COLLEGE ALGEBRA</td>
<td>5/5/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>COLLEGE ALGEBRA FOR BRIEF CALCULUS</td>
<td>5/5/0</td>
<td></td>
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<tr>
<td></td>
<td>9</td>
<td>FINITE MATHEMATICS</td>
<td>3/3/3</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>10</td>
<td>INTRODUCTION TO STATISTICS</td>
<td>3/3/3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>A BRIEF COURSE IN CALCULUS</td>
<td>5/5/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>ELEMENTARY DIFFERENTIAL EQUATIONS</td>
<td>4/4/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>253</td>
<td>INTERMEDIATE ALGEBRA</td>
<td>5/5/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEA</td>
<td>200</td>
<td>MEDICAL TERMINOLOGY</td>
<td>3/3/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA</td>
<td>210</td>
<td>INTRODUCTION TO MEDICAL ASSISTING</td>
<td>2/2/0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA</td>
<td>211A</td>
<td>MEDICAL RECEPTION TECHNIQUES</td>
<td>2.5/2.5/0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MATH 7: COLLEGE ALGEBRA
Prerequisite: MATH 253
This is a college algebra course designed for the general education student. Topics include: polynomial, exponential, and logarithmic functions, polynomial equations, matrices, determinants, and systems of linear equations, sequences, series, mathematical induction, permutations, combinations, the binomial theorem, and conic sections.

### MATH 8: COLLEGE ALGEBRA FOR BRIEF CALCULUS
Prerequisite: MATH 253

### MATH 9: FINITE MATHEMATICS
Prerequisite: MATH 253
The study of linear functions, matrices, vectors and these topics as they apply to linear programming techniques. The study of sets, logic, counting and applications of these topics to probability and stochastic processes. The study of computers and programming as related to problem-solving in all of the above topics as well as to the representation of numerical concepts in a finite way.

### MATH 10: INTRODUCTION TO STATISTICS
Prerequisite: MATH 253
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: A BRIEF COURSE IN CALCULUS
Prerequisite: MATH 8
A review of algebra topics. Matrix algebra, Gauss-Jordan elimination, inverse of square matrix, determinants, the calculus topics of limits, derivatives, integrals, including measures of central tendency, continuous and normal density functions, differential equations as applied to one or more variable functions will be studied. Applications of these topics to the fields of business, economics, social and biological sciences will be stressed.

### MATH 24: ELEMENTARY DIFFERENTIAL EQUATIONS
Prerequisite: MATH 3C
Includes the study of first, second, and higher order linear differential equations. Methods include variation of parameters, Laplace transforms, and series solutions. Topics also include the study of systems of linear ordinary differential equations and an introduction to partial differential equations by separation of variables.

### MATH 25: INTRODUCTION TO LINEAR ALGEBRA
Prerequisite: MATH 3B
Includes the study of vectors, vector spaces and subspaces, matrices, systems of linear equations, dimension, determinants, eigenvalues, and linear transformations.

### MATH 124: TRIGONOMETRY
Prerequisite: MATH 253
An introduction to trigonometric functions with emphasis on both the unit circle and the right triangle methodologies.

### MATH 189: SPECIAL TOPICS
Prerequisite: MATH 253
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 251: BEGINNING ALGEBRA
Prerequisite: MATH 351
An introduction to the basic properties of real numbers, numbers and sets, operations with real numbers, solving linear and quadratic equations, and inequalities in one variable, systems of equations, operations with fractions, functions, relations and graphs, operations with polynomials, special products and factoring. May be offered by mediated mode of instruction.

### MATH 253: 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 351: 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 of 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. May be offered by mediated mode of instruction. R A 1

### MATH 924: DIFFERENTIAL EQUATIONS LABORATORY
Corequisite: MATH 24
An investigation of the characteristics of the solutions of ordinary differential equations using a computerized solver.

### Medical Assisting

#### MA 200: MEDICAL TERMINOLOGY
Application and orientation to medical terminology. Basic structure of medical terms and their components—roots, prefixes, suffixes and combining forms. Emphasis on analysis, meaning, spelling and pronunciation to build a medical vocabulary applicable to the specialties of medicine, major diseases and terms used on physical examination, diagnosis and treatment.

#### MA 210: INTRODUCTION TO MEDICAL ASSISTING
Provides a core curriculum for the medical assistant program. Students will receive an introduction to the healthcare field and instruction in medical ethics, legal aspects, and the body in health and disease.

#### MA 211A: MEDICAL RECEPTION TECHNIQUES
Provides development of selected medical front-office skills. Instruction is given in the primary reception techniques of oral communication, telephone procedures, and scheduling systems, including referral appointments.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 211B</td>
<td>3/2/3</td>
<td>PHYSICAL-EXAMINATION PROCEDURES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provides for the development of selected medical-office clinical skills. Instruction is given in the techniques for physical measurements, recording medical histories, and assisting with physical and specialty examinations.</td>
</tr>
<tr>
<td>MA 212A</td>
<td>2.5/2.5/0</td>
<td>MEDICAL OFFICE FINANCIAL PROCEDURES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provides for the development of selected medical front-office financial skills. Students will receive instruction in medical billing, credit arrangements, collections, bookkeeping, and banking procedures.</td>
</tr>
<tr>
<td>MA 212B</td>
<td>3/2/3</td>
<td>MEDICAL OFFICE LABORATORY PROCEDURES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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 and skin puncture certificate.</td>
</tr>
<tr>
<td>MA 213A</td>
<td>2.5/2.5/0</td>
<td>MEDICAL RECORDS MANAGEMENT</td>
</tr>
<tr>
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<td></td>
<td>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.</td>
</tr>
<tr>
<td>MA 213B</td>
<td>3/2/3</td>
<td>MEDICAL ASEPSIS AND SURGICAL PROCEDURES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>MA 214A</td>
<td>2.5/2.5/0</td>
<td>BASICS IN MEDICAL INSURANCE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provides for the development of basic medical-insurance billing techniques. Instruction enables the student to understand private and governmental insurances, and reimbursement strategies. Includes basic billing procedures using Medicare, Medi-Cal, and standard health insurance forms.</td>
</tr>
<tr>
<td>MA 214B</td>
<td>3/2/3</td>
<td>MEDICATION ADMINISTRATION FOR MEDICAL ASSISTANTS</td>
</tr>
<tr>
<td></td>
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<td>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.</td>
</tr>
<tr>
<td>MA 215A</td>
<td>3/0/9</td>
<td>CODING</td>
</tr>
<tr>
<td>MA 217A</td>
<td>3/0/9</td>
<td>MEDICAL ASSISTING CLINICAL EXPERIENCE—ADMINISTRATIVE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prerequisite: Enrollment in Medical-Assistant Program and completion of MA 200, 210, 211A, 212A, 213A, 214A, 215A, 260 and HSC 222</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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. Assists students in dealing with problems encountered in the work experience setting.</td>
</tr>
<tr>
<td>MA 217B</td>
<td>3/0/9</td>
<td>MEDICAL ASSISTING CLINICAL EXPERIENCE—CLINICAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prerequisite: Enrollment in Medical-Assistant Program and completion of MA 200, 210, 211B, 212B, 213B, 214B, 215B, 260 AND HSC 222</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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. Assists students in dealing with problems encountered in the work site.</td>
</tr>
<tr>
<td>MA 217C</td>
<td>3/0/9</td>
<td>MEDICAL-ASSISTING CLINICAL EXPERIENCE COMPREHENSIVE</td>
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<tr>
<td></td>
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<td>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 218B</td>
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<td>Provides supervised directed practice in a physician’s office or medical clinic. This experience will emphasize development of medical front-office and clinical back-office skills with consideration for ethical and legal concepts. Scheduled class sessions will assist the student in dealing with problems encountered in the work experience setting.</td>
</tr>
<tr>
<td>MA 218B</td>
<td>2/1/2</td>
<td>ELECTROCARDIOGRAPHY FOR THE MEDICAL ASSISTANT</td>
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<tr>
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<td></td>
<td>Provides basic instruction in electrocardiography theory and technique for the clinical medical assistant or electrocardiographer. Includes a review of the structure and function of the heart, the electrocardiograph and its function, and the correct technique for performing an electrocardiogram with student “hands-on” involvement.</td>
</tr>
<tr>
<td>MA 260</td>
<td>1.5/1.5/1.5</td>
<td>COMPUTER APPLICATIONS FOR HEALTH-CARE PERSONNEL</td>
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<tr>
<td></td>
<td></td>
<td>Prepares health science and nursing students to perform patient simulation using computers. 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.</td>
</tr>
<tr>
<td>MA 289</td>
<td>.5-4/.5-4/.5-9</td>
<td>SPECIAL TOPICS</td>
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<tr>
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<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.</td>
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</tbody>
</table>
### Courses

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Title</th>
<th>Units</th>
<th>Repeatability Model and Number of Repeats</th>
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<tbody>
<tr>
<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
<td>Repeatability model and number of repeats</td>
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</table>

## Music

### MUS 1
**The Basics of Music**

Emphasizing the principles and procedures of music: rhythm and pitch notation, scales (major, minor, modal), key signatures, intervals, chord structures, sight-singing, dictation, and keyboard.

#### MUS 10
**Harmony I**

Recommended Preparation: MUS 1 or proficiency exam

An intensive study of diatonic 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
**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
**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.

### MUS 14
**Jazz Composition and Arranging**

Recommended Preparation: MUS 1

A study of the traditional and popular use of intervals, modes, rhythms, meters, notation of scales, structure notation, and use of traditional and popular chords and progressions. Emphasis will be placed on the traditional and popular concepts of melodic writing for popular and jazz music. Re E 3

### MUS 15
**Music Composition**

Recommended Preparation: MUS 1

The emphasis in this course is on original composition. Study of instrumentation and orchestration will also be included, as will analysis of applicable literature. Re E 3

### MUS 16
**Music Appreciation**

A survey of musical forms and important composers and their works from the Middle Ages through the 20th century. Stylistic concepts for each period will be studied and demonstrated. Applies toward the Humanities requirement. May be offered by mediated mode of instruction.

### MUS 17
**Music of the 20th Century**

A study of musical styles and forms found in Western music from the time of Mozart (c. 1750) to the present. Emphasis will be on the composers, styles and forms of Classic, Romantic, and Contemporary music.

### MUS 18
**History of Jazz**

Explore America’s only indigenous art form from Blues to New Age. A study of the elements of jazz tracing the development and evolution of the styles and structures of jazz from its beginning to the present time. May be offered by mediated mode of instruction.

### MUS 19
**History of Rock**

A study of the elements of rock music tracing the development and evolution of its styles and structures, including sociological and political aspects, from rock’s beginning to the present time. May be offered by mediated mode of instruction.

### MUS 20
**Women, Music, and Society**

A historical/societal survey of women musicians/composers from the Middle Ages to the present. Explores a historical view of women’s place as creative and representative artists, the societal and political influences that governed their existence and their music, and on the actual music produced by women composers.

### MUS 21
**Baroque Society**

Limitation: Audition with college staff

This ensemble will perform major works for chorus and orchestra from the 17th and early 18th centuries, primarily the mass and cantata repertoire of Western Europe. Emphasis is placed on recent research in authentic performance practices and use of early instruments when available. Study of the historical perspective of the role of the Reformation and the rise of the middle class in Europe in the development of these genres is included. Different literature will be performed each semester. Re E 3
MUS 32 ORATORIO SOCIETY
Limitation: Audition with college staff
Choral/orchestral performance of the oratorio repertoire of the late 18th and 19th centuries is offered. The repertoire includes oratorios of Handel, Haydn, Mendelssohn and other composers of the period. Rehearsals include study of historical perspective of the oratorio society as a social phenomenon of the Industrial Revolution, and the changing role of the composer, conductor and music critic in the 19th century. R E 3

MUS 33 MODERN MASTERWORKS: CHORALE
Limitation: Audition with college staff
Students will perform choral repertoire of the 20th century, with special emphasis on larger choral/orchestral works by English and American composers in contemporary society, commissioning and performance of new works, and study of the 20th century harmonic and textural vocabulary as seen in this repertoire. R E 3

MUS 34 EARLY MUSIC ENSEMBLE
Limitation: Audition with college staff
Students will perform sacred and secular repertoire suitable for chamber ensemble from the 15th to 18th centuries. Unaccompanied works and music with instrumental accompaniment are included. Emphasizes a cultivation of skills needed to sing music from a variety styles within the Renaissance and early Baroque era. R E 3

MUS 35 CONTEMPORARY VOCAL ENSEMBLE
Limitation: 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. R E 3

MUS 40 WIND ENSEMBLE
Recommended Preparation: Previous experience in an instrumental group
Emphasizes rehearsal and performance of standard band literature. Public performances are required for course credit. Performances include athletic games, assemblies, and concerts. This course is offered as open-entry/open-exit. R E 3

MUS 41 SYMPHONIC WIND ENSEMBLE
Recommended Preparation: Previous instrumental training and demonstrated proficiency
An elite concert band, playing the finest traditional and contemporary band literature available. Emphasis is on a high degree of individual musicianship and fine ensemble playing. Formal concert to be given with outstanding guest soloist and/or conductors. This course is offered as open-entry/open-exit. R E 3

MUS 42 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 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 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 46 JAZZ IMPROVISATION
Recommended Preparation: MUS 10 or placement audition
Study of jazz theory, transcription, awareness of historically important jazz improvisors, and internationalization of jazz rhythm. Develop technical command of instrument. Foster the ability to create. R E 3

MUS 47 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 50 APPLIED MUSIC: INSTRUMENTAL
Limitation: College audition and concurrent enrollment in ensemble course: MUS 31,32,33,34,35,40,41,42,43,47,62,63, or 64
Individual instruction in an instrument other than piano. Designed to develop technical competence, stylistic interpretation, and performance practices. R E 3

MUS 51 APPLIED MUSIC: KEYBOARD
Limitation: College audition and concurrent enrollment in ensemble course: MUS 31,32,33,34,35,40,41,42,43,47,62,63, or 64
Individual instruction in piano. Designed to develop technical competence, stylistic interpretation, and performance practices. R E 3

MUS 52 APPLIED MUSIC: VOICE
Limitation: College audition and concurrent enrollment in ensemble course: MUS 31,32,33,34,35,40,41,42,43,47,62,63, or 64
Individual instruction in voice. Designed to develop technical competence, stylistic interpretation, and performance practices. R E 3

MUS 54 BEGINNING PIANO
An introductory course in piano, with instruction in music-reading, repertoire, piano technique, tone production, sight-reading, keyboard harmony, and performance styles for music and non-music majors at a first-year level. A combination of MUS 54, 55, and 56 may be taken a maximum of four times. R A 3

MUS 55 INTERMEDIATE PIANO
Recommended Preparation: MUS 54
Instruction in major and minor scales, piano technique, tone production, sight-reading, building of repertoire and performance styles. Includes technical and interpretive development of piano performance ability at a second-year level. Keyboard harmony will be emphasized. A combination of MUS 54, 55 or 56 may be taken a maximum of four times. R A 3
### Courses

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
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<tr>
<td>MUS</td>
<td>56</td>
<td>ADVANCED PIANO</td>
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<td>58</td>
<td>PIANO REPertoire AND PERFORMANCE PROCEDURES</td>
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<td>63</td>
<td>ENSEMBLE TECHNIQUES FOR 21ST CENTURY</td>
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<td>CHAMBER MUSIC</td>
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<td>WOODWIND ENSEMBLE</td>
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<td>STRING LITERATURE</td>
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<td>VOCAL REPertoire AND PERFORMANCE PROCEDURES</td>
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<td>POPULAR SONGWRITING</td>
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**MUS 56 ADVANCED PIANO**

**Recommended Preparation:** MUS 55

This course is of a “Master Class” or a workshop character, and for the student interested in furthering his or her understanding of musical styles through careful study and performance of Baroque, Classic 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 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 CONCERT MUSIC**

Provides opportunities for students to listen to, and be participants, in recitals. **R E 3**

**MUS 60 BEGINNING CLASSICAL GUITAR**

Emphasizes solo finger-style guitar playing on acoustic nylon-string guitar. Beginning-level music reading. No previous experience necessary. MUS 60, 61, and 62 may be taken a total of four times. **R A 3**

**MUS 61 INTERMEDIATE CLASSICAL GUITAR**

**Recommended Preparation:** MUS 60

Solo and ensemble fingerstyle playing on acoustic nylon- string guitar. Intermediate level music reading. Choral accompaniment. MUS 60, 61, and 62 may be taken a total of four times. **R A 3**

**MUS 62 ADVANCED CLASSICAL GUITAR**

**Recommended Preparation:** MUS 61

Solo and ensemble fingerstyle playing on acoustic nylon- string guitar. Advanced-level music reading and techniques. Advanced accompaniment techniques. Building repertoire and performance skills. MUS 60, 61, and 62 may be taken a total of four times. **R A 3**

**MUS 63 ENSEMBLE TECHNIQUES FOR 21ST CENTURY**

Designed to aid the individual in developing the ability to perform in small instrumental ensemble groups, studying the music of late 20th and early 21st centuries. Pianists, string, woodwind, and guitar players will study standard repertoire as well as newer compositions, including jazz. **R E 3**

**MUS 64 PIANO ENSEMBLE**

**Recommended Preparation:** MUS 55 or demonstrated proficiency

The ensemble study of the literature of duo-piano including four and eight hands, both original and transcribed. Particular emphasis will be given to style, interpretation, techniques of ensemble playing and sight-reading. **R E 3**

**MUS 65 PIANO ACCOMPANYING**

**Recommended Preparation:** MUS 55 or demonstrated keyboard proficiency

Ensemble experience in the performance of duo-piano literature, four and eight hands, both original and transcribed. Particular emphasis will be given to style, interpretation and techniques of ensemble playing and sight-reading. **R E 3**

**MUS 66 CHAMBER MUSIC**

**Recommended Preparation:** Two years of instrumental training

Chamber music is designed for pianists, string, woodwind and brass players to study chamber-music works from the standard repertoire. Emphasis will be given to student performances in concerts and recitals. **R E 3**

**MUS 67 WOODWIND ENSEMBLE**

Designed to aid the individual in developing 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**

**MUS 68 STRING LITERATURE**

**Recommended Preparation:** Two years of instrumental training

Designed to analyze and perform traditional and contemporary string literature from 18th century to present day. Fulfills major performance group requirement for music majors. **R E 3**

**MUS 80 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**

**MUS 81 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**

**MUS 82 VOCAL REPertoire AND PERFORMANCE PROCEDURES**

**Recommended Preparation:** MUS 81

A survey of vocal 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 83 MUSICIANSHIP I**

**Recommended Preparation:** MUS 1

Sight-reading, ear training, and dictation of diatonic melodies and harmonies; rhythmic reading and dictation; keyboard harmony. Required of all music majors. **R E 3**

**MUS 84 MUSICIANSHIP II**

**Recommended Preparation:** MUS 2

Sight-reading, ear training, and dictation of advanced diatonic melodies and harmonies; rhythmic reading and dictation; keyboard harmony. Required of all music majors. **R E 3**

**MUS 85 MUSICIANSHIP III**

**Recommended Preparation:** MUS 3

Third in a sequence of musicianship courses. Includes sight-reading, ear training, and dictation of chromatic melodies and harmonies; rhythmic reading and dictation; keyboard harmony. **R E 3**

**MUS 117 POPULAR SONGWRITING**

**Recommended Preparation:** MUS 1

Explores all the aspects which go into the creation of a song. Emphasis will be placed on the construction of lyrics as well as the mechanics of music: rhythm, form, styles, melody and harmony. As a course project, the students will produce a demo recording of their songs. **R E 3**
MUS 189    3/0/0
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

MUS 179    3/0/0
INTERMEDIATE PIANO PEDAGOGY
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. Students will be given an opportunity to directly teach a third 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 E 3

MUS 178    3.0/0
BEGINNING PIANO PEDAGOGY
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 third 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 E 3

MUS 297    0/0/3
REHEARSAL AND PERFORMANCE (JAZZ STUDIES)
Recommended Preparation: Previous instrumental training and demonstrated proficiency
Stresses the preparation and production of jazz combos in public performance. R E 3

MUS 295    1/0/3
REHEARSAL AND PERFORMANCE (INSTRUMENTAL)
Recommended Preparation: Previous instrumental training and demonstrated proficiency
Stresses the preparation of productions for public performance throughout the semester. Offered as open-entry/open-exit. R E 3

MUS 260    1/2/1
BASIC GUITAR
Recommended Preparation: Previous instrumental training and demonstrated proficiency
Prepares students for further study in classical and/or jazz guitar. R E 3

MUS 252    1/2/1
JAZZ PIANO
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

N 161    1.25/1.25/0
GROWTH AND DEVELOPMENT
Examines developmental tasks and needs from birth through middle age. Stimuli that influence growth and development, as well as a brief overview of major developmental theories, are presented. Physiologic, self-concept, role, and interdependence behaviors will be examined.

N 162    1.5/1.5/0
SUCCESSFUL TRANSITION TO PROFESSIONAL NURSING
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.

N 170    3.0/3.0/3.0
NURSING PROCESS
Prerequisite: BIO 11, 12, 15, with a grade of "C" or better, completion of ENG 1A, and official admission to the nursing program
Recommended Preparation: Completion of or concurrent enrollment in N160 and GERO 101 with a “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 108    2/2/0
INTRODUCTION TO CRITICAL CARE NURSING
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 CEP60. R E 2

N 160    2/2/0
PHARMACOLOGY
Prerequisite: BIO 12
Focuses on the promotion of human adaptation through pharmacologic intervention. Basic concepts of pharmacology including development, safeguards, and delivery of medications are discussed. Emphasis is placed on the nursing management of patients receiving drug therapy. Letter grade only. May be offered by mediated mode of instruction.
N 172  MEDICAL-SURGICAL NURSING  Prerequisite: N160, 170, and GERO 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. Letter grade only.

N 173  NURSING CARE OF CHILDREN AND FAMILIES  Prerequisite: N172 and either N161 or PSYC 7 with a grade of “C” or better Limitation: Official admission to the nursing program
Recommended Preparation: HSC 228 and N 245
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. Letter grade only.

N 174  WOMEN’S HEALTH NURSING  Prerequisite: N 173 with a grade of “C” or better
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. Letter grade only.

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: 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. Letter grade only.

N 188  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 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 CEP60.

N 244  I.V. THERAPY TECHNIQUES FOR NURSES  Prerequisite: High school graduation or GED, current EMT-B certification and official admission to paramedic program
Recommended Preparation: EMT 218, HSC 217, HSC 226, BIO 113 or 201
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 220  PARAMEDIC THEORY  Prerequisite: High school graduation or GED, current EMT-B certification and official admission to paramedic program
Recommended Preparation: EMT 218, HSC 217, HSC 226, BIO 113 or 201
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  PARAMEDIC CLINICAL EXPERIENCE  Prerequisite: High school graduate or equivalent, current EMT-B certification and official admission to Paramedic Program
Recommended Preparation: EMT 218, HSC 217, HSC 226, BIO 113 or 201
Includes the skills assessment and hospital-clinical requirements for students enrolled in the paramedic program. R 99
**Persian**

**PRSN 1**  
**ELEMENTARY PERSIAN**  
Corequisite: PRSN 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**  
**ELEMENTARY PERSIAN**  
Prerequisite: PRSN 1 or two years of high school Persian/Farsi  
Corequisite: PRSN 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.

**PRSN 3**  
**INTERMEDIATE PERSIAN**  
Prerequisite: PRSN 2 or three years of high school Persian  
Corequisite: PRSN 999  
Reviews the fundamentals with further study of the Persian language and culture.

**PRSN 4**  
**INTERMEDIATE PERSIAN**  
Prerequisite: PRSN 3 or four years of high school Persian  
Corequisite: PRSN 999  
Emphasizes fluency in speaking, reading, writing, and comprehension of Persian. Includes selected readings and discussions from the basic four genres in Persian and Persian-American literature and culture.

**PRSN 221**  
**INTRODUCTION TO PERSIAN CULTURE**  
Recommended Preparation: College-level reading ability  
Designed to provide a brief overview in English of the Persian culture. Areas of study include history, music, literature, philosophy, political ideas, customs and Iran's influence on and contribution to the civilization of America and the world. No prior study of the Persian language or culture is required.

**PHIL 1**  
**INTRODUCTION TO PHILOSOPHY**  
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, transcendent experiences, ethics, religious rituals and rites of passage.
PHOT 51  INTRODUCTION TO DIGITAL IMAGING  3/2/3
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 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 152  INTERMEDIATE DIGITAL IMAGING  3/2/3
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 150  INTRODUCTION TO COLOR PHOTOGRAPHY  3/3/0
An introductory photography course utilizing color transparency (slide) films as an instructional medium. (No lab). Basic use of 35mm camera, lenses, and flash are covered, as well as aesthetics of composition and color.  R A 3

PHOT 156  ADVANCED PHOTOGRAPHY  3/2/2
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

PHOT 158  INTRODUCTION TO COLOR PHOTOGRAPHY  3/3/0
An introductory photography course utilizing color transparency (slide) films as an instructional medium. (No lab). Basic use of 35mm camera, lenses, and flash are covered, as well as aesthetics of composition and color.  R A 3

PHOT 155  INTERMEDIATE PHOTOGRAPHY  3/2/2
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 190  SPECIAL PROBLEMS IN PHOTOGRAPHY  3/2/2
Continued exploration of advanced photographic concepts and their development through various processes.  R E 3

PHOT 200  PORTRAITURE PHOTOGRAPHY  3/2/3
Recommended Preparation: PHOT 50, 55
An exploration of various styles and techniques used in contemporary portraiture. Essential basics of lighting (natural and artificial), composition, and direction will be covered.  R E 3

PHOT 160  THE ART OF COLOR PHOTOGRAPHY  3/2/3
Recommended Preparation: PHOT 50 or 58
Introduction to color photography to cover theory and practice, exposing and printing various color films (negative and transparency slides), and inkjet papers. Both technical and aesthetic concerns are explored.  R A 3

PHOT 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

PHOT 196  ADVANCED WEIGHTLIFTING  3/2/2
Recommended Preparation: PE 4
Designed for students interested in competing in collegiate athletics. Advanced methods and techniques in weightlifting. A combination of PE 4 and 5 may be taken four times.  R A 3

PHOT 197  WEIGHT TRAINING AND PHYSICAL FITNESS  3/2/2
Designed to teach the basic skills and methods used in calisthenics, isokinetic, and isotonic exercise. A combination of PE 4 and 5 may be taken four times.  R A 3

PE 2  STRENGTH TRAINING  2/1/2
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  CIRCUIT WEIGHT TRAINING  1 or 1.5/.67 or 1/1.33 or 2
Supervised fitness training will continue on a personal basis. Modifications of original programs may be needed based upon the results of fitness appraisals at the beginning and conclusion of the semester. Includes assessment of various media presentations to the student population.  R E 3

PE 4  WEIGHT TRAINING AND PHYSICAL FITNESS  1 or 1.5/.67 or 1/1.33 or 2
Designed to teach the basic skills and methods used in calisthenics, isokinetic, and isotonic exercise. A combination of PE 4 and 5 may be taken four times.  R A 3

PE 5  ADVANCED WEIGHTLIFTING  1 or 1.5/.67 or 1/1.33 or 2
Recommended Preparation: PE 4
Designed for students interested in competing in collegiate athletics. Advanced methods and techniques in weightlifting. A combination of PE 4 and 5 may be taken four times.  R A 3

PE 6  CONDITIONING  1 or 1.5/.67 or 1/1.33 or 2
Instruction and supervised practice in the techniques of developing and maintaining physical fitness.  R E 3

PE 7  STEP TRAINING  1 or 1.5/.67 or 1/1.33 or 2
Step Training is a cardiovascular program which involves stepping up and down on an adjustable platform while simultaneously performing upper body strength movements to the accompaniment of music. Step Training is for both men and women, from beginners to conditioned athletes. To change the intensity, students may alter the height of the platform. This course is comprehensive, balanced, and works every major muscle group.  R E 3
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PE 8  1 or 1.5/.67 or 1/1.33 or 2  
CARDIO KICKBOXING  
A coed fitness course for all ages and abilities for overall body conditioning. Designed to provide students a safe and effective cardiovascular workout that utilizes skills from sports, kickboxing, and self-defense, combined with constant aerobic movement. Strengthens entire body, with progression from beginning through advanced segments.  R E 3

PE 9  1 or 1.5/.67 or 1/1.33 or 2  
STRETCHING, FLEXIBILITY, AND CONDITIONING  
Emphasizes proper techniques of movement, breathing, and body alignment for postural integration.  R E 3

PE 11  1 or 1.5/.67 or 1/1.33 or 2  
BEGINNING BADMINTON  
Presentation of the official singles and doubles games, including the basic strokes, footwork, strategy, and etiquette. A combination of PE 11, 12, and 13 may be taken four times.  R A 3

PE 12  1 or 1.5/.67 or 1/1.33 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/.67 or 1/1.33 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 17  1 or 2/.5 or 1.5 or 2  
BEGINNING BOWLING  
Emphasis on the basic fundamentals of bowling including equipment, rules, etiquette, terminology, grip, stance, delivery, release, and follow-through. In addition, 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 combination of PE 17 and 18 may be taken four times.  R A 3

PE 18  INTERMEDIATE BOWLING  
1/5/1.5/2  
Refine techniques in grip, stance, approach, delivery, release, and follow-through. Understand angle and deflection, participate in league situations, establish handicap; learn rules, etiquette, self-correction, and the importance of strategy in bowling. Students who repeat this course will gain an expanded educational experience by supervised repetition and practice to develop skills and proficiencies. Learning objectives will be achieved through active participatory experience in individual study and/or group assignments. A combination of PE 17 and 18 may be taken four times.  R A 3

PE 19  CYCLING/SPINNING  
1 or 1.5/.67 or 1/1.33 or 2  
Designed to increase the student’s knowledge and skill in cycling/spinning. Develops appreciation of cycling/spinning as a lifetime sport and means of developing and maintaining muscular and cardio-respiratory fitness.  R E 3

PE 20  BEGINNING GOLF I  
1 or 1.5/.67 or 1/1.33 or 2  
Recommended Preparation: PE 22 or 23  
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  BEGINNING GOLF II  
1 or 1.5/.67 or 1/1.33 or 2  
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  INTERMEDIATE GOLF  
1 or 1.5/.67 or 1/1.33 or 2  
Recommended Preparation: PE 21  
Designed for those students who are not ready to play on a regulation golf course but have mastered the basic skills of Beginning Golf I and II. This course will include the techniques (chipping, putting, sand shots, and wood shots) that should enable the student to play a successful round of golf, and golfing strategy will also be covered. A combination of PE 20, 21, 22, and 23 may be taken four times.  R A 3

PE 23  ADVANCED GOLF  
1 or 1.5/.67 or 1/1.33 or 2  
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  BEGINNING TENNIS I  
1 or 1.5/.67 or 1/1.33 or 2  
Recommended Preparation: PE 25  
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  BEGINNING TENNIS II  
1 or 1.5/.67 or 1/1.33 or 2  
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  INTERMEDIATE TENNIS  
1 or 1.5/.67 or 1/1.33 or 2  
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  ADVANCED TENNIS  
1 or 1.5/.67 or 1/1.33 or 2  
Recommended Preparation: PE 26  
Emphasis on advanced techniques, playing strategy, and 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  YOGA  
1 or 1.5/.67 or 1/1.33 or 2  
Investigation and practice of the principles of physical Hatha Yoga. Emphasis is on exercises for improved body alignment, joint flexibility, muscle tone, and breathing.  R E 3

PE 29  TAI CHI CH’UAN  
1 or 1.5/.67 or 1/1.33 or 2  
Introduction to fundamental principles and basic movements 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
Courses

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Week Lecture</th>
<th>Week Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE 2</td>
<td></td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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 addressed. Recommended for physical education majors and those interested in intercollegiate competition.

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.

PE 32

1/0/2

INTRAMURAL ACTIVITIES

Participation in individual and team sports, including coeducational. Sports offered may include volleyball, tennis, basketball, weightlifting, and golf.

PE 33

1/1/5.1

BEGINNING SURFING I

Limitation: Must pass swim test. 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.

PE 34

1/1.5/1.5

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.

PE 35

1/1/5.1

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, sideslip, 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.

PE 36

1/1/5.1

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.

PE 37

1/1/5.1

ADVANCED WATER POLO (COED)

Recommended Preparation: 1A 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.

PE 40

1 or 1.5/.67 or 1/1.33 or 2

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.

PE 41

1 or 1.5/.67 or 1/1.33 or 2

SWIMMING FOR NONSWIMMERS

A beginning course in the instruction and practice of the most fundamental elements of swimming, diving, and safety skills. A combination of PE 41, 42, 43 may be taken four times.
<table>
<thead>
<tr>
<th>Course (PE)</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 65</td>
<td>Pilates Conditioning</td>
<td>1/5/1.5</td>
</tr>
<tr>
<td>PE 67</td>
<td>Lifetime Fitness</td>
<td>1/0/2</td>
</tr>
<tr>
<td>PE 70</td>
<td>Basketball</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
<tr>
<td>PE 71</td>
<td>Advanced Basketball</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
<tr>
<td>PE 72</td>
<td>Beginning Soccer</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
<tr>
<td>PE 73</td>
<td>Advanced Soccer</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
<tr>
<td>PE 74</td>
<td>Coed Softball—Slow Pitch</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
<tr>
<td>PE 75</td>
<td>Advanced Softball for Women</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
<tr>
<td>PE 76</td>
<td>Beginners Volleyball</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
<tr>
<td>PE 77</td>
<td>Intermediate Volleyball</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
<tr>
<td>PE 78</td>
<td>Advanced Volleyball</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
<tr>
<td>PE 79</td>
<td>Advanced Baseball</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
<tr>
<td>PE 80</td>
<td>Advanced Football</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
<tr>
<td>PE 90</td>
<td>Self-Defense (Coed)</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
<tr>
<td>PE 93</td>
<td>Karate</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
<tr>
<td>PE 94</td>
<td>Beginning Aikido</td>
<td>1 or 1.5/.67 or 1/1.33 or 2</td>
</tr>
</tbody>
</table>

**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 DANC 65, credit given in either area, not both. R E 3

**Basketball**

Instruction and supervised practice in basic basketball fundamentals. Development of various methods of individual and team play. A combination of PE 70, and 71 may be taken four times. R A 3

**Advanced Basketball**

Recommended Preparation: Participation on an interscholastic team Designed for students of advanced ability in basketball skills who have competed on an interscholastic team or equivalent. Fundamentals of offensive, defensive, and advanced strategies will be stressed. Recommended for physical education majors and those interested in intercollegiate competition. R E 3

**Advanced Softball for Women**

Recommended Preparation: Participation on interscholastic team Designed for students of advanced ability in competitive fast-pitch softball. Skills and mechanics include throwing, fielding, batting, bunting, base-running, sliding, positioning, and offensive and defensive team strategy. Recommended for physical education majors and those interested in intercollegiate competition. R E 3

**Advanced 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. R E 3

**Beginners Volleyball**

The basic skills and rules of volleyball are introduced. Rules, strategy, skill practice, and class competition are included. Course is orientated to the beginning volleyball student. A combination of PE 76, 77, and 78 may be taken four times. R A 3

**Intermediate Volleyball**

Recommended Preparation: PE 76 Designed to give the intermediate student the opportunity to improve the basic skills of volleyball. Rules, and strategy, skill practice in passing, setting, hitting, serving, blocking are included. The student is introduced to basic offense and defense systems of play. A combination of PE 76, 77, and 78 may be taken four times. R A 3

**Advanced Volleyball**

Recommended Preparation: PE 77 Designed to introduce advanced skills necessary for playing competitive volleyball. Skills covered include basic skills, fast offense, court positioning, rolls, dives, and team strategy, both offensive and defensive. A combination of PE 76, 77, and 78 may be taken four times. R A 3

**Advanced Baseball**

Recommended Preparation: Participation on interscholastic baseball team Designed for those students of advanced ability in baseball skills who have competed on an interscholastic team or equivalent. Fundamentals of offensive, defensive, and advanced strategies will be stressed. Recommended for physical education majors and those interested in intercollegiate competition. R E 3

**Self-Defense (Coed)**

Techniques of basic self-defense recommended for both men and women. R E 3

**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

**Beginning 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 reflexes. Mentally it develops coordination, determination, responsibility, and etiquette. A combination of PE 94 and 96 may be taken four times. R A 3
Physical Education (Training and Theory)

PPE 1 INTRODUCTION TO PHYSICAL EDUCATION AND ATHLETICS
3/3/0
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 FUNDAMENTALS OF HUMAN MOVEMENT
3/3/0
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 PREVENTION AND CARE OF ATHLETIC INJURIES
3/3/0
Designed to assist trainers, coaches, physical-education and recreation majors, playground personnel, and athletes in the prevention and care of athletic injuries. Emphasis will be on practical application as well as theory.

PPE 4 PRINCIPLES AND FUNDAMENTALS OF COACHING
3/3/0
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 13 LIFEGUARD TRAINING
3/3/0
Limitation: Successfully complete the swim pre-test
Recommended Preparation: PE 43
Instruction in lifeguarding and lifesaving techniques, cardiopulmonary resuscitation, and basic first aid that will facilitate successful completion of the American National Red Cross Lifeguard Training Certificate, Community First Aid and Safety Certificate and CPR for the Professional Rescuer Certificate. R 99

PPE 104 MENTAL SIDE OF SPORTS
3/3/0
Delves into the connection between the mental and physical aspects of competition and the ways to enhance one’s performance. Stress-reduction techniques, visualization, imagery, and goal setting will be covered, as well as training methods for both the body and the mind. The course is designed for both the weekend athlete and the serious intercollegiate competitor.

PPE 117 SKILLS, TECHNIQUES, AND THEORY OF SONG-LEADING & CHEERLEADING
2.5/0/5
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 Courses

**PHYS 2A**  
**INTRODUCTION TO PHYSICS**  
Prerequisite: MATH 124  
Recommended Preparation: PHYS 20 or high school physics  
Intended for students in the sciences and related subjects who are required to complete a physics course based on trigonometry. 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, Hooke’s Law, simple harmonic motions, wave behavior, interference and standing waves, properties of fluids, Pascal’s and Bernoulli’s principles, temperature, heat calorimetry, the gas laws, and the laws of thermodynamics.

**PHYS 2B**  
**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**  
**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**  
**GENERAL PHYSICS**  
Prerequisite: PHYS 4A  
A calculus-based introduction to classical electromagnetism. Electrostatic force, electrostatics, current and magnetic force, magnetic fields, electromagnetic induction, electromagnetic radiation and waves, interaction of radiation and matter are studied.

**PHYS 4C**  
**GENERAL PHYSICS**  
Prerequisite: PHYS 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**  
**THE IDEAS AND EVENTS OF PHYSICS**  
Intended for students not majoring in science. Focuses 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. May be offered by mediated mode of instruction.

**PHYS 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

### Political Science Courses

**PS 1**  
**AMERICAN GOVERNMENT**  
3/3/0  
Survey of principles, personalities, problems, and issues of government. Emphasizes developing trends of government, including local, state, and federal branches. May be offered by mediated mode of instruction.

**PS 4**  
**INTRODUCTION TO POLITICAL SCIENCE**  
3/3/0  
Introduces the study of politics. Designed to familiarize the student with the basic systems, ideologies, and models of political analysis.

**PS 10**  
**INTRODUCTION TO POLITICAL THEORY**  
3/3/0  
A survey and analysis of selected political theorists and concepts. Ancient, classical, medieval, liberalism, 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**  
**INTERNATIONAL POLITICAL ECONOMY**  
3/3/0  
Focuses on the relations between the political and economic systems within the global economy. 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**  
**COMPARATIVE POLITICS AND GOVERNMENT**  
3/3/0  
Comparison of different political systems with analysis of governmental institutions and political processes. Description and explanation of different combinations of events and structures found in the politics of various societies.

**PS 14**  
**INTERNATIONAL RELATIONS**  
3/3/0  
An examination of contemporary world trends with emphasis on conflict and problem areas.

**PS 17**  
**LATIN AMERICAN POLITICS AND GOVERNMENT**  
3/3/0  
Contemporary analysis of selected Latin American governments with emphasis on comparing and contrasting the types of politics emerging with our neighbors to the south. Focus will be on Mexico, Cuba, Chile, Brazil, and Argentina.

**PS 21**  
**GENDER AND POLITICS**  
3/3/0  
Examines women’s participation in American politics from the perspective of race, class, and ethnicity. Contemporary political analysis will focus on women’s political agenda from the 1960’s through 2000’s, centering around issues such as equal pay, sex discrimination in education and the workplace, affirmative action, reproductive rights, sexual choice, domestic violence, and increasing the representation of women in local and national political arenas.

**PS 61**  
**HISTORY AND POLITICS OF RUSSIA: SOVIET PERIOD TO THE PRESENT**  
3/3/0  
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 HIST 61. Credit given in either area, not both.
PS 75 3/3/0
INTRODUCTION TO THE CONTEMPORARY MIDDLE EAST

A survey of the major political, economical and social institutions and movements of the Middle East from 1800 to the present with special emphasis on the problems of the developing Middle Eastern nations, the Arab-Israeli conflict, and the political and economic implications of Middle Eastern oil. Includes a brief introduction to Islamic religious institutions, terrorism, and militarism, with special emphasis on the importance of these institutions to the contemporary scene. Also listed as HIST 75. Credit given in either area, not both.

PS 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 HIST 80. Credit given in either area, not both.

PS 140 3/3/0
INTRODUCTION TO PUBLIC ADMINISTRATION

A background foundation of the public sector at local, state, and federal levels; establishing controls over abuses monitoring administrative systems; the public administrator's role in social issues, analysis and decision-making; organizational behavior, personnel, and trends in the eco-political structure.

PS 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

PSY 1 3/3/0
INTRODUCTION TO PSYCHOLOGY

An introductory course in the study of behavior from a biological perspective. Neuroanatomy, neurophysiology, psychopharmacology, and the biological systems and processes underlying human behavior. Emphasis will be placed on brain mechanisms underlying behavior and their relation to issues in psychology.

PSY 3 3/4/0
BIOLOGICAL PSYCHOLOGY

Prerequisite: PSY 1
Introduction to the study of behavior from a biological perspective. Neuroanatomy, neurophysiology, psychopharmacology, and the biological systems and processes underlying human behavior. Emphasis will be placed on brain mechanisms underlying behavior and their relation to issues in psychology.

PSY 5 3/3/0
PSYCHOLOGICAL ASPECTS OF HUMAN SEXUALITY

Recommended Preparation: PSY 1
Examines the fundamentals of the development and practice of sexuality in the human being and the historical, psychological, and psychosocial aspects of human sexuality from childhood to old age, including human sexual anatomy, fulfillment differences among the sexes, sexual dysfunction and corrective therapy.

PSY 7 3/3/0
DEVELOPMENTAL PSYCHOLOGY—CHILDHOOD AND ADOLESCENCE

A study of human development. Emphasis will be on physical, mental, psychological, emotional, and social growth from birth through adolescence. May be offered by mediated mode of instruction.

PSY 16 3/3/0
PSYCHOLOGY OF PREJUDICE

Recommended Preparation: PSY 1
An introduction to research and theories relating to prejudice and discrimination. Special emphasis is given to research on African American, Latin/o, Asian American, Native American, Middle Eastern American, and Jewish cultures. Topics include stereotyping, institutional racism and discrimination, "reverse discrimination", ageism, and sexism.

PSY 21 3/3/0
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.

PSY 30 3/3/0
SOCIAL PSYCHOLOGY

Recommended Preparation: PSY 1 or SOC 1
Introduction to phenomena related to social behavior and social influences on behavior. Topics include social perception and cognition, personality, attitudes and attitude change, attraction, altruism, aggression, interpersonal influence, social norms and group processes. Also listed as SOC 30. Credit given in either area, not both.

PSY 33 3/3/0
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. May be offered by mediated mode of instruction.
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Units</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 37</td>
<td>ABNORMAL BEHAVIOR</td>
<td>3/3</td>
<td>PSYC 1</td>
<td>An introduction to the symptoms, causes, treatment and prevention of psychological disorders including anxiety disorders, personality disorders, psychophysiological disorders, psychoses, substance use disorders, sexual disorders, eating disorders and organic disorders.</td>
</tr>
<tr>
<td>PSYC 106</td>
<td>BEHAVIOR MODIFICATION</td>
<td>3/3</td>
<td></td>
<td>Recommended Preparation: PSYC 1 Principles of learning theory and application to human behavior analysis.</td>
</tr>
<tr>
<td>PSYC 189</td>
<td>SPECIAL TOPICS</td>
<td>1.5-4</td>
<td></td>
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<td>PSYC 289</td>
<td>SPECIAL TOPICS</td>
<td>1.5-4</td>
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</tr>
<tr>
<td>PT 100</td>
<td>PRINCIPLES OF PHARMACOLOGY</td>
<td>2/2</td>
<td>HSC 101</td>
<td>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.</td>
</tr>
<tr>
<td>PT 102</td>
<td>PHARMACY IN HEALTH OCCUPATIONS</td>
<td>1.5</td>
<td>PT 100</td>
<td>Recommended Preparation: HSC 101 Focuses on therapeutic pharmacology related to infective processes and gastrointestinal, psychiatric, neuromuscular, and nervous-system disorders. Utilizes the prototype approach to identify appropriate drug therapy.</td>
</tr>
<tr>
<td>PT 103</td>
<td>PSYCHODYNAMICS OF PATIENT CARE</td>
<td>1/1</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>PT 229</td>
<td>NEUROPSYCHIATRIC CONCEPTS IN THE NEUROTIC PATIENT</td>
<td>2.5</td>
<td>PT 228, PSYC 1</td>
<td>Corequisite: PT 228 Emphasizes psychological and socio-cultural 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.</td>
</tr>
<tr>
<td>PT 289</td>
<td>SPECIAL TOPICS</td>
<td>5-4</td>
<td></td>
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</tbody>
</table>

**Psychiatric Technology**

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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE 122</td>
<td>REAL ESTATE OFFICE MANAGEMENT</td>
<td>3/3</td>
<td>RE 170 or a Real Estate Salesperson License</td>
<td>Recommended Preparation: RE 170 or a Real Estate Salesperson License Assists students who are considering opening, managing, or becoming the broker of a real estate entity in learning all aspects of the operation of a real estate office, franchise or nationwide company. Covers planning, organizing, staffing, directing and controlling the day-to-day operation of a real estate office. Includes concepts for dealing with a changing business climate, how to analyze the marketplace, how to develop a business plan, and strategies for implementing that business plan. 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. May be offered by mediated mode of instruction.</td>
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</tbody>
</table>

**Real Estate**

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>RE 172</td>
<td>REAL ESTATE PRACTICE</td>
<td>3/3</td>
<td>RE 170</td>
<td>Recommended Preparation: RE 170 Day-to-day 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. May be offered by mediated mode of instruction.</td>
</tr>
</tbody>
</table>

**Legal Aspects of Real Estate**

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>RE 174</td>
<td>LEGAL ASPECTS OF REAL ESTATE</td>
<td>3/3</td>
<td></td>
<td>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. May be offered by mediated mode of instruction.</td>
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**Real Estate Finance**

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</thead>
<tbody>
<tr>
<td>RE 175</td>
<td>REAL ESTATE FINANCE</td>
<td>3/3</td>
<td></td>
<td>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. 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. Applies toward Office of Real Estate Appraisers (OREA) basic and continuing education. May be offered by mediated mode of instruction.</td>
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</table>
### Courses

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<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Title</th>
<th>Units</th>
<th>Week(s)</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE</td>
<td>170</td>
<td>An introductory course covering the purposes of an appraisal; the appraisal process; and the different approaches, methods, and techniques used to determine the value of various types of property. Emphasis will be on residential and single-unit property. Applies toward State’s elective educational requirements for the 18-month completion of the Real Estate Salesperson License. Applies toward state’s core educational requirements for the broker’s examination. Applies toward Department of Real Estate (DRE) basic education.</td>
<td>3/3/0</td>
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<td></td>
<td>190</td>
<td>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. Applies toward state’s elective educational requirements for the 18-month completion of the Real Estate Salesperson License. May be offered by mediated mode of instruction.</td>
<td>3/3/0</td>
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<td></td>
<td>250</td>
<td>Covers the fundamentals of professional property management of investment properties: residential, commercial, and industrial. Focuses on organization, staffing, marketing, accounting, maintenance, landlord/tenant law, and management procedures. Designed for the real estate practitioner who wishes to specialize in property management. Applies toward the state’s elective educational requirements for the 18-month completion of the Real Estate Salesperson License. Applies toward the state’s elective educational requirements for the broker’s examination. Applies toward Department of Real Estate (DRE) basic education. May be offered by mediated mode of instruction.</td>
<td>3/3/0</td>
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<td></td>
<td>280</td>
<td>Introduces the principles and operations of the mortgage loan brokering field. The emphasis is on the lending rules for residential property. Students learn lending laws of Regulation Z, usury laws, disclosures, maximum fees and charges, agency relationships, advertising laws, HUD/RESPA calculations, and the loan process. Satisfies the elective requirements for the California Real Estate Salesperson’s and Real Estate Broker’s licenses. May be offered by mediated mode of instruction.</td>
<td>3/3/0</td>
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<tr>
<td></td>
<td>289</td>
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<td>3/3/0</td>
<td></td>
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</tbody>
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**RE 176A**  
**REAL ESTATE APPRAISAL I**  
**Recommended Preparation:** RE 170  
An introductory course covering the purposes of an appraisal; the appraisal process; and the different approaches, methods, and techniques used to determine the value of various types of property. Emphasis will be on residential and single-unit property. Applies toward State’s elective educational requirements for the 18-month completion of the Real Estate Salesperson License. Applies toward state’s core educational requirements for the broker’s examination. Applies toward Department of Real Estate (DRE) basic education. May be offered by mediated mode of instruction.

**RE 176B**  
**REAL ESTATE APPRAISAL II**  
**Recommended Preparation:** RE 176A  
An advanced course in real estate appraisal with emphasis on investment-property appraisal. Includes the appraisal of certain types of apartment properties. Concepts of loan appraisal and various methods of appraisal are delineated and are included in a student project. Applies toward state’s core educational requirements for the broker’s examination.

**RE 178**  
**REAL ESTATE ECONOMICS**  
**Recommended Preparation:** RE 170  
Covers the impact of national, regional, and local trends on real estate values. Includes the role of the government in our economy and how that role affects real estate issues, real estate cycles and business fluctuations, factors which affect credit markets, real property taxation concepts, land use controls, factors which affect the development of real property, and limitations imposed on real estate markets. 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. May be offered by mediated mode of instruction.

**RE 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.

**RE 201**  
**PRACTICAL RESIDENTIAL APPRAISAL TECHNIQUES**  
**Recommended Preparation:** CIM 174B or 174, and RE 176A  
A basic education course in real estate appraisal with emphasis on practical skills used to develop and communicate a residential appraisal report. Includes topics such as regional data sources, appraisal software, Fannie Mae (FNMA) form reports, technology in appraising, business practices, case studies, and field experiences. Applies toward State’s Basic Education Topics for the Office of Real Estate Appraisers (OREA).

**RE 222**  
**REAL ESTATE CALCULATIONS**  
**Recommended Preparation:** RE 170  
Comprehensive course in analyzing and solving real estate problems that require mathematical calculations. Important preparation for real estate license examination, appraisal, lending, or title fields. Topics include price and profit, appreciation and depreciation, taxes, property area, interest and other financial calculations, property values, prorations. May be offered by mediated mode of instruction.

**RE 280**  
**MORTGAGE LOAN BROKERING AND LENDING**  
Introduces the principles and operations of the mortgage loan brokering field. The emphasis is on the lending rules for residential property. Students learn lending laws of Regulation Z, usury laws, disclosures, maximum fees and charges, agency relationships, advertising laws, HUD/RESPA calculations, and the loan process. Satisfies the elective requirements for the California Real Estate Salesperson’s and Real Estate Broker’s licenses. May be offered by mediated mode of instruction.
Recreation

REG 104  CAMPING AND OUTDOOR EDUCATION  3/3/0
A course of discovery and practical use of learned skills, such as navigation, survival, building fires, flora and fauna identification. Knowledge of all types of equipment, camp activities and interaction. Being able to travel with your home on your back. Students provide camping and hiking gear, and necessary supplies for sustenance.

Sign Language

SL 1  AMERICAN SIGN LANGUAGE I  4/4/0
Beginning study of American Sign Language (ASL) fundamentals emphasizing comprehension skills, basic information relating to deaf culture, and beginning grammatical structures. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60 for 30 contact hours. Equivalent to 2-year high school ASL.

SL 2  AMERICAN SIGN LANGUAGE II  4/4/0
Prerequisite: SL 1 with a grade of "C" or better
Continuing study of American Sign Language (ASL) fundamentals emphasizing comprehension skills, intermediate grammatical structures, beginning practice in expressive aspects of the language, and exposure to deaf culture. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60.

SL 3  AMERICAN SIGN LANGUAGE III  4/4/0
Prerequisite: SL 2 with a grade of "C" or better
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 CEP60.

SL 4  AMERICAN SIGN LANGUAGE IV  4/4/0
Prerequisite: SL 3 with a grade of "C" or better
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 CEP60.

SL 101  DEAF CULTURE AND ITS HISTORY  3/3/0
Designed for those interested in sociology of deafness as it relates to the culture of people in the community. Emphasizes the history and evolution of education of the hearing-impaired.

SL 102  IMPLICATIONS OF DEAFNESS  3/3/0
Recommended Preparation: ENG 1A
Gives students a view of deafness as it relates to the deaf person's language development, education, and personal and social development. Directed toward students interested in special education and interpreting as well as for hearing-impaired persons who desire more information. Provider-approved by the California Board of Registered Nursing, Provider Number CEP60.

SL 103  SIGN LANGUAGE INTERPRETING I  3/3/0
Prerequisite: SL 4 with a grade of "C" or better
Corequisite: SL 104
Recommended Preparation: ENG 1A
A continued grammar review and refinement of advanced principles in sign language. Includes working in formal and informal settings, ethics, interpreting styles and techniques in the role of the interpreter for the deaf. Provider approved by the California Board of Registered Nursing, Provider Number CEP60. Letter grade only.

SL 104  SIGN LANGUAGE INTERPRETING I LAB  1/0/2
Prerequisite: SL 4
Corequisite: SL 103
Recommended Preparation: ENG 1A
Provides beginning practice and review for interpreting for the deaf in a variety of settings. Emphasis will be placed on advanced ASL grammar, structure and vocabulary. Letter grade only. R E 3

SL 105  SIGN LANGUAGE INTERPRETING II  3/3/0
Prerequisite: SL 103
Corequisite: SL 106
Recommended Preparation: ENG 1A
Provides students with advanced interpreting skills placing greatest emphasis on interpreting in various settings. Prepares the student for entry-level employment as a sign language interpreter. Letter grade only.

SL 106  SIGN LANGUAGE INTERPRETING II LAB  1/0/2
Prerequisite: SL 103
Corequisite: SL 105
Recommended Preparation: ENG 1A
Provides advanced practice in interpreting for the deaf. Letter grade only. R E 3

SL 107  INTERPRETING SIGN TO VOICE  3/3/0
Prerequisite: SL 105
Recommended Preparation: ENG 1A
Provides students with advanced interpreting skills, utilizing simulated interpreting environment, demonstration-lecture format. Emphasizes sign-to-voice interpreting. Letter grade only.

SL 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

SOC 1  INTRODUCTION TO SOCIOLOGY  3/3/0
Introduction to the basic concepts and theories of sociology. Topics include social institutions, culture, human behavior and relationships, personality, social forces, socialization, social class, social inequality, and sociological change. May be offered by mediated mode of instruction.

SOC 2  SOCIAL PROBLEMS  3/3/0
Emphasis on the extent, causes, and consequences of a number of social problems: crime, juvenile delinquency, family disorganization, and race relations.

SOC 4  INTRODUCTION TO CHICANA/O LATINA/O STUDIES IN CONTEMPORARY SOCIETY  3/3/0
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 in the American experience.
SOC 1 INTRODUCTION TO ELEMENTARY SPANISH
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 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
Prerequisite: SPAN 1A
Corequisite: SPAN 999A
Reviews and expands the fundamentals of communicative competence in daily spoken Spanish. There is increased emphasis on reading and writing skills, as well as fundamental aspects of culture. SPAN 1B is equivalent to the second half of a regular elementary language course. Upon completion, students may enroll in SPAN 2. Combination of SPAN 1A and 1B is equivalent to two years high school Spanish.

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. Topics include social, political, and economic factors as well as intergroup relationships, prejudice, discrimination, affirmative action, immigration, assimilation, and social change. Also listed as HIST 20. Credit given in either area, not both.

SOC 21 WOMEN IN CONTEMPORARY SOCIETY
An introductory survey of the lives, roles, and status of women in contemporary American society. The cultural, social, psychological, and economic conditions of women will be explored. Topics include life-cycle, sex role socialization, intimate relationships, the family, self-image, female, health and sexuality, crime and deviance, work, religion, politics, and cultural diversity.

SOC 25 SOCIAL STRATIFICATION
Recommended Preparation: SOC 1
An examination of the American social class structure and its functions. Different styles of life, determinants of class status, social mobility, social inequality, and changes in class systems are discussed and evaluated. Specific dimensions of social stratification discussed are economic and social class status, race and ethnicity, gender, sexual orientation, political participation and power, and global stratification. Specific consequences of social status are evaluated.

SOC 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
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</thead>
</table>
| SPAN 2      | 5/5/0 | ELEMENTARY SPANISH  
Prerequisite: SPAN 1 or 1B or two years of high school Spanish  
Corequisite: SPAN 999A  
Designed to further the fundamentals of communicative competence in daily spoken Spanish. Although the focus remains on listening comprehension and speaking, reading and writing skills will be expanded. This course continues the familiarization with customs and cultural achievements begun in the previous semester. |
| SPAN 3      | 5/5/0 | INTERMEDIATE SPANISH  
Prerequisite: SPAN 2 or three years of high school Spanish  
Corequisite: SPAN 999B  
Reviews the fundamentals with further study of the Spanish language and culture. |
| SPAN 4      | 5/5/0 | INTERMEDIATE SPANISH  
Prerequisite: SPAN 3 or four years of high school Spanish  
Corequisite: SPAN 999B  
Emphasizes fluency in speaking, reading, writing, and comprehension of Spanish, adding selected readings and discussions from the basic four genres in Spanish and Spanish-American literature and culture. |
| SPAN 6      | 3/3/0 | INTERMEDIATE SPANISH GRAMMAR AND COMPOSITION  
Prerequisite: SPAN 4  
Brief review and intensive practice of fundamentals of Spanish grammar followed by study and application of advanced grammatical concepts. Practice in writing essays and summaries in Spanish based on a variety of topics and sources. Continues to refine speaking and listening skills. |
| SPAN 20B    | 3/3/0 | CIVILIZATION OF SPAIN 1898 TO PRESENT  
Prerequisite: SPAN 2 or three years of high school Spanish  
Focuses on the geography, history, and institutions of Spain, life and culture of the people, literature, music, and art. Conducted in Spanish. |
| SPAN 21A    | 3/3/0 | CIVILIZATION OF LATIN AMERICA THROUGH 1900  
Prerequisite: SPAN 2 or three years of high school Spanish  
Focuses on the geography, history, and institutions of Latin America, life and cultures of the people, literature, music, and art through 1900. Conducted in Spanish. |
| SPAN 21B    | 3/3/0 | CIVILIZATION OF LATIN AMERICA 1900-PRESENT  
Prerequisite: SPAN 2 or three years of high school Spanish  
Focuses on the geography, history, and institutions of Latin America, life and culture of the people, literature, music, and art from 1900 to present. Conducted in Spanish. |
| SPAN 250    | 1/3/0 | PRACTICAL SPANISH  
Emphasizes conversational skills in Spanish as applied to everyday situations including business, travel, and related topics. Consideration also given to cultural topics. Assumes no prior knowledge of the language. |
| SPAN 999A   | .25/0/1 | SPANISH LANGUAGE LAB  
Corequisite: SPAN 1,1A,1B,2  
Enhances and provides practice in skills learned in Elementary Spanish courses. Minimum one hour per week required. |
| SPAN 999B   | .25/0/1 | SPANISH LANGUAGE LAB  
Corequisite: SPAN 3, 4  
Requires concurrent enrollment in designated Intermediate Spanish courses. Enhances and provides practice in skills learned in Spanish language courses. Minimum one hour per week required. |

**Special Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Description</th>
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</thead>
</table>
| SE 101      | 3/2/3 | INTRODUCTION TO THERAPY AND REHABILITATION  
Designed to provide information and practical experience to students pursuing a career in physical therapy, occupational therapy, recreation therapy, adapted physical education, speech pathology or other health care fields that work with disabled or injured populations. |
| SE 102      | .5 or 1.5/0/3 or 9 | ADAPTED PHYSICAL EDUCATION ASSISTING  
Recommended Preparation: SE 101  
Designed to provide practical experience and fundamental application of applied exercise for disabled students active in an adapted physical education program. Students have the opportunity to work with a wide range of students with varying degrees and types of disabilities and disease manifestations. Any combination of .5 or 1.5 units may be taken for a maximum of 4.0 units. |
| SE 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. |

**Special Services**

<table>
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<tr>
<th>Course Code</th>
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</tr>
</thead>
</table>
| SPS 115     | 3/3/0 | ALTERNATIVE LEARNING STRATEGIES  
Recommended Preparation: Diagnostic assessment  
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 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
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
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
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 310
MEMORY AND ATTENTION SKILLS
Recommended Preparation: Conference with college Special Services counselor or specialist.
Designed to provide students with disabilities an understanding of how the memory system is organized and how it works. The relationship between attention and memory is addressed and factors impacting these skills recognized. Students will identify individual attention and memory difficulties and learn practical strategies to compensate for deficits. R E 3

SPS 315
LEARNING DEVELOPMENT PRACTICUM
Recommended Preparation: Verification of disability and conference with Special Services specialist.
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 3

SPS 320A
INTRODUCTORY COMPUTATIONAL SKILLS
Recommended Preparation: Verification of disability and conference with Special Services specialist.
Designed for students with disabilities. Instruction focuses on the computation and application 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
Recommended Preparation: Verification of disability and successful completion of SPS 320A
Designed for students with disabilities. Instruction focuses on the computation and application 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
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
Recommended Preparation: Verification of disability and conference with Special Services specialist.
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
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
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
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
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
Recommended Preparation: Verification of disability and/or diagnostic assessment
Provides students with physical and/or learning disabilities techniques for accessing 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 351
ADVANCED COMPUTER TECHNOLOGY FOR STUDENTS WITH DISABILITIES
Recommended Preparation: Verification of disability and/or diagnostic assessment. Recommend completion of SPS 350 or prev. comp. experience.
Provides students with physical and/or learning disabilities training in more advanced concepts using their prescribed access technology. Students will enhance their computer-access skills through completion of assigned projects. R E 3
SP 360
ADAPTED COMPUTER ACCESS LAB
Recommended Preparation: Verification of disability and/or diagnostic assessment. 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

Special Studies Workshop
SPSW 1
SPECIAL STUDIES WORKSHOP
A Special Studies Workshop course may be offered in any division subject matter to allow groups of students to pursue study with an instructor for nontraditional educational experiences where regular course offerings are not available for interdisciplinary study, to experiment with pilot courses, or to meet particular community educational needs. Prior to enrollment, a learning contract is executed whereby the contracted hours and areas of study are clearly delineated, as well as the means of subject matter mastery and evaluation. A Special Studies Workshop course proposal requires the approval of the appropriate division dean and the Office of Instruction.

Speech
SP 1
COMMUNICATION FUNDAMENTALS
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
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. Minimum of two persuasive speech claims will be developed through a series of written outlines, essays, and manuscripts.

SP 3
ARGUMENTATION AND DEBATE
Recommended Preparation: SP 1 and ENG 1A (with a grade of “C” or better)
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 5
INTERPERSONAL COMMUNICATION
Introduction to strategies and behaviors in all aspects of the interpersonal communication process. Includes study of self concept, relationships, perception, listening, verbal and non-verbal communication.

SP 8
GENDER COMMUNICATION
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. Includes verbal and nonverbal aspects of communication: social and cultural expectations and roles; and problem analysis and decision-making specific to gender conflict. Enables students to appreciate gender differences and to listen and interact more effectively.

SP 20
INTERCULTURAL COMMUNICATION
Designed to reveal how culture influences interaction patterns. Includes the theory and the process of communicating with people across cultural, ethnic, and racial divides, interaction in various contexts such as interpersonal relationships, small groups, and work environments. Also listed as ANTH 20. Credit given in either area, not both. R E 3

SP 32
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
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 TA 35. Credit given in either area, not both. R E 3

SP 106
FORENSICS ACTIVITY
Emphasizes preparation and presentation of materials for college-sponsored speech and forensic activities, tournaments and festivals, high school assemblies, and civic organizations. Events include debate, public speaking, and oral interpretation of literature. Participation is required for credit. Offered as open-entry/open-exit. R E 3

SP 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

Theatre Arts

Appreciation and History
TA 20, 22, 25, 26, 110
Acting
TA 1, 2, 3, 4, 5, 7, 108, 211
Directing
TA 10, 11, 12, 210
Readers’ Theatre
TA 30, 32, 35
Rehearsal and Performance
TA 15, 16, 17, 18, 19, 113
Technical Production
TA 40, 41, 42, 43, 44, 45, 114, 130, 142, 246, 250, 251

TA 1
ACTING
Emphasizing the form and content of the art of acting. Course, including pantomime, action, motivation, and beginning scene study with emphasis on improvisation.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Lecture Hours Per Week</th>
<th>Lab Hours Per Week</th>
<th>Repeatability Model and Number of Repeats</th>
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</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>220</td>
<td>Introduction to Financial Planning</td>
<td>3/3/0</td>
<td></td>
<td></td>
<td>Repeatability model and number of repeats</td>
</tr>
</tbody>
</table>

**TA 2**

**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**

**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**

**ACTING STYLES-CLASSICAL**

**Recommended Preparation:** TA 2

Devoted to the training of classical styles, including Greek, Romanesque, Elizabethan, and Commedia dell Arte.

**TA 5**

**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**

**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**

**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**

**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**

**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**

**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**

**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**

**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**

**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**

**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**

**THEATRE APPRECIATION**

Examines theatre, art, history, the role of the actor and director, and exemplary plays.

**TA 25**

**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**

**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**

**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 SP 30. Credit given in either area, not both.

**TA 32**

**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**

**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.

**TA 40**

**STAGECRAFT**

Principles and techniques of stagecraft, including stage terminology, theatre architecture, scenic construction, painting, tools, materials, and production organization.
TA 41  
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  
COSTUME DESIGN
Involves the study of the principles of costume design, the basic process of design, character analyses, and rendering techniques. A survey of fashion history and study of will be included in the lectures. Crew assignment for major productions will provide instruction in construction techniques.

TA 43  
STAGE MAKE-UP
A study of theory and practice in make-up for the stage. Emphasis on the development of individual skill in techniques of character analysis, application in pigment, hair design, and selection and use of equipment. Crew assignment for college productions is required and will provide instruction in make-up techniques.

TA 44  
THEATRE SCENERY PAINTING
A study of the elements of theatrical scenery painting, including historical and present-day methods with practical applications through class efforts of scenery painting, as well as individual scene-painting projects.

TA 45  
SCENE DESIGN
Recommended Preparation: TA 40 or 41
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  
AUDITION TECHNIQUES
Emphasizes the process of auditions, cold readings, script analysis, interviews and unrehearsed scenes. Includes resume writing techniques, interview techniques and casting instruction for the actor.

TA 109  
CHICANA/O LATINA/O THEATRE
Focusing on the evolution of Chicana/o Latina/o dramatic literature, course will analyze playwrights and theatre groups that express the Chicana/o Latina/o experiences in the United States, examining relevant “actos”, plays, and documentaries to their contributions in the development of the Chicana/o Latina/o Theatre movement.

TA 111  
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 130  
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  
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  
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 200  
SCENE STUDY FOR AMERICAN MUSICAL THEATRE
Limitation: By audition only
Recommended Preparation: TA 10
Continuing the emphasis of TA 10 with concentration on scene study, characterization, song repertoire, and ensemble performance, working toward a realization of method of approach. R E 3

TA 211  
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. R E 3

TA 246  
THEATRE AUDIO TECHNIQUES
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  
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. R E 3

TA 251  
SADDLEBACK CIVIC LIGHT OPERA MUSICAL THEATRE: PRODUCTION
Limitation: By audition only
Specializes in theatre production, stagecraft, lighting, sound, costumes, and make-up. R E 3

Travel and Tourism

TOUR 250  
TICKETING AND RESERVATIONS
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. Documentation requirements and travel regulations will be covered.

TOUR 252  
WORLD DESTINATIONS AND RESORTS—WESTERN HEMISPHERE
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.

TOUR 253  
WORLD DESTINATIONS AND RESORTS—EUROPE
Study hotels, sightseeing highlights, tourist attractions local transportation in major destinations within the most visited countries of Europe.

TOUR 254  
WORLD DESTINATIONS AND RESORTS—PACIFIC, ASIA, AFRICA
Study hotels, sightseeing highlights, tourist attractions local transportation in major destinations within the countries most visited by American tourists in Africa, the Middle East, Asia, and the Pacific.
ACCT 220 3/3/0
Introduction to Financial Planning

TOUR 255 3/3/0
TRAVEL SALES AND MARKETING
Prepares students for careers in the travel industry. Methods and practices for promoting and marketing for the travel industry will be covered.

TOUR 257 3/3/0
TOURS AND CRUISES
Methods and practices for booking tours and cruises world-wide. Fundamentals of the tour and cruise industry, including various products and comparisons.

TOUR 259 2/1/2
AIRLINE COMPUTER TRAINING
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).

TOUR 260 2/1/2/0
ADVANCED AIRLINE COMPUTER TRAINING
Recommended Preparation: TOUR 259
Designed for the advanced travel and tourism students with emphasis on advanced SABRE computer training, including invoice/itinerary and PHASE IV applications. RE 3

TOUR 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. RE 3

TU 100 2/1/2
FUNDAMENTALS OF PEER TUTORING
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 0/0/12
SUPERVISED TUTORING
Designed to provide assistance for students 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. RE 99

WS 10 3/3/0
INTRODUCTION TO WOMEN’S STUDIES
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 3/3/0
ETHNIC WOMEN’S ISSUES IN CONTEMPORARY AMERICAN SOCIETY
An examination of the impact of race, class, and ethnicity on Native American, Chicana, African American, Asian American, and European American women.

WS 40 3/3/0
WOMEN AND RELIGION: IN SEARCH OF THE GODDESS
Examines the basic concepts and practices of the world’s religions as they relate to women. Students will explore feminine mythology and imagery alongside the roles and rituals of women within a range of religious traditions, including those of “primal” societies and Hindu, Buddhist, Chinese, Japanese, Jewish, Christian, and Muslim faiths. The study will also consider the particular religious experiences of women in America.

WS 120 3/3/0
WOMEN AND CAREERS
Offers women the opportunity to reassess career aspirations, to explore the current job market, and to become acquainted with successful job-hunting and career-planning techniques.
Emeritus Accounting

ACCT 299X IMPROVING INVESTMENT PERFORMANCE (EI) 0/2/0
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 ESTATE PLANNING (EI) 0/2/0
Discusses taxes, administration, and distribution of estates. Emphasizes revocable living trusts, wills, probate, tenancy, and health care alternatives. R 99

ACCT 232X STOCKS AND BONDS MANAGEMENT (EI) 0/1 or 2/0
Studies global economics, bond markets, stock markets and mutual funds. Structured to help investors develop their own investment philosophy. R 99

ACCT 299 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

Emeritus Art

ART 10X CERAMICS HANDBUILDING (EI) 0/.5 or 1/1 or 2
A practical and historical introduction to the material involving all aspects of the ceramics process. The course will include handbuilding, trimming and finishing, firing and glazing. R 99

ART 11X CERAMICS BEGINNING WHEEL (EI) 0/1/2
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 12X CERAMICS INTERMEDIATE (EI) 0/5 or 1/1 or 2
Recommended Preparation: ART 11X
Course directs advanced projects in ceramics with emphasis on use of the potter’s wheel. Attention on the evaluation of forms and creative use of ceramic concepts and materials will be emphasized. Design, forming and glazing techniques will be presented. R 99

ART 13X CERAMICS, ADVANCED (EI) 0/5 or 1/1 or 2
Recommended Preparation: ART 12X
Course directs advanced projects in ceramics with emphasis on use of the potter’s wheel. Attention on the evaluation of forms and creative use of ceramic concepts and materials will be emphasized. Design, forming and glazing techniques will be presented. R 99

ART 14X CERAMICS SLIPCASTING, BEGINNING (EI) 0/1/2
Includes theory and techniques in ceramics including pouring slip into molds (slipcasting), finishing, carving, underglaze, glaze, overglaze applications, and firing. R 99

ART 14XB CERAMICS SLIPCASTING, INTERMEDIATE (EI) 0/1/2
Recommended Preparation: ART 14X
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 CERAMICS SLIPCASTING, ADVANCED (EI) 0/1/2
Recommended Preparation: ART 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 CERAMICS HANDBUILDING (EI) 0/1/2
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 15X FABRIC DRAPING PORCELAIN (EI) 0/1/2
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 20X ART APPRECIATION (EI) 0/2/0
Focus is on the fundamentals of composition in the arts as well as the major developmental events that have shaped the direction of Western art. R 99

ART 25X ART HISTORY (EI) 0/2/0
Reviews the history of Western art. Focuses on major works of lasting significance from primitive to modern. R 99

ART 28X CONTEMPORARY ART AND CULTURE (EI) 0/2/0
Emphasis on 20th century art, culture, and architecture. R 99

ART 31XA INTARSIA, BEGINNING (EI) 0/2/1
Recommended Preparation: ART 61XA
Different types of intarsias: landscape, geometric designs, color designs, faces and people, birds and animals. R 99

ART 31XB INTARSIA, INTERMEDIATE (EI) 0/1/2
Recommended Preparation: ART 31XA
Develop a perspective of intarsia by size and color. Includes details on faces, animals, and birds. Advanced methods in pointing and fitting of stone. Channel work and how it is used by the intarsist. R 99

ART 33XA ENAMELING BEGINNING (EI) 0/1/2
Introductory studio course on basic enameling techniques for the beginner. R 99

ART 33XB ENAMELING INTERMEDIATE (EI) 0/1/2
Recommended Preparation: ART 33XA
A studio course emphasizing traditional and contemporary concepts, processes and techniques in enameling at an intermediate level. R 99

Emeritus Courses
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, enameled 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 copper-foil technique in Tiffany lampshades or panel projects. R 99

ART 35XB 0/1/2
STAINED GLASS, ADVANCED (EI)
Recommended Preparation: ART 35XA
Designed for students to further their understanding of the possibilities of working in glass, by utilizing the kiln to fuse, tack, and slump objects using tested compatible glass. Creation of a variety of projects incorporating the above techniques with those learned in previous ‘cold glass’ classes. R 99

ART 36XA 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: ART 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 of metals will be discussed. R 99

ART 36XC 0/1/2
JEWELRY METAL FABRICATION-ADVANCED (EI)
Recommended Preparation: ART 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, milling, textured surfaces and bead construction. Production methods will be discussed. Individual attention to special interest projects will be offered. R 99

ART 39XA 0/1/2
JEWELRY DESIGN LOST WAX, BEGINNING (EI)
Recommended Preparation: ART 39XA
Introduction to advanced methods, materials and practice in the construction of jewelry by the lost wax method for decorative wear. R 99

ART 39XB 0/1/2
JEWELRY DESIGN LOST WAX, INTERMEDIATE (EI)
Recommended Preparation: ART 39XA
Introduction to advanced methods, materials and practice in the construction of jewelry by the lost wax method. Design and development of complex projects including mold making, finishing and decoration. R 99

ART 50X 0/1/2
OIL PAINTING BEGINNING (EI)
Recommended Preparation: ART 50X
Includes the basic elements of drawing, color, design and painting as the student learns the use of materials and techniques. Encouragement and emphasis are given to individual style and expression. R 99

ART 51X 0/5 or 1/1 or 2
OIL PAINTING INTERMEDIATE (EI)
Recommended Preparation: ART 50X
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: ART 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: ART 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 material, composition, perspective and values. R 99

ART 54X 0/1/2
PORTRAIT PAINTING IN OILS, WATERCOLOR AND PASTELS (EI)
Recommended Preparation: ART 54X
Constructing the head and features using multi-media. Includes choosing a pose, lighting, and backgrounds. Demonstrations in oils, watercolors and pastels. R 99

ART 55XA 0/1/2
CHINESE BRUSH PAINTING BEGINNING (EI)
Provides an introduction to 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: ART 55XA
Develop skills in handling the brush, ink, and color in a wide range of subjects while exploring concepts of design and composition. Explore history and aesthetics of Chinese painting. R 99

ART 56X 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 59X 0/1/2
WATERCOLOR INTERMEDIATE/ADVANCED (EI)
Recommended Preparation: ART 56X
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 thirty-one stones: their occurrence, hardness, luster and toughness; how to cut, trim, grind, dop, sand, polish and set gemstones. Description of channel work and intarsia. R 99
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Notes</th>
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<tbody>
<tr>
<td>ART 61XB</td>
<td>Lapidary, Intermediate (EI)</td>
<td>0/1/2</td>
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<tr>
<td>ART 61XA</td>
<td>Recommended Preparation: ART 61X</td>
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<td></td>
<td>Instruction in cutting and polishing gemstones making paperweights and</td>
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<td>bookends and use of lap wheels. Topics will cover: what makes a gemstone, how</td>
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<td>they occur, types of gemstone deposits, luster, hardness, toughness, and complex</td>
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<td></td>
<td>lapidary machines. Description of channel work and intarsia and how it is used.</td>
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<td>R 99</td>
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<tr>
<td>ART 70X</td>
<td>Sculpture Beginning (EI)</td>
<td>0/1/2</td>
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<td></td>
<td>Introduces sculptural ideas, issues and techniques in clay, wood and various</td>
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<td>other media. The student will apply theory and techniques of sculpture in selected materials.</td>
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<td>R 99</td>
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<tr>
<td>ART 71X</td>
<td>Sculpture Intermediate (EI)</td>
<td>0.5/1/2</td>
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<td>Recommended Preparation: ART 70X</td>
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<tr>
<td></td>
<td>Includes the creation of sculpture in contemporary as well as historic styles.</td>
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<td>The optional use of ceramic clay, soft stone and synthetic modeling materials.</td>
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<td></td>
<td>Some emphasis on both the human and animal figure.</td>
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<td>R 99</td>
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<tr>
<td>ART 80X</td>
<td>Sketching, Beginning (EI)</td>
<td>0/1/2</td>
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<td></td>
<td>Basic drawing techniques with emphasis on individual artistic expression.</td>
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<td>Still life, student model, and some location work will be done in simple classic media of pencil, charcoal and pastel.</td>
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<td>R 99</td>
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<tr>
<td>ART 81X</td>
<td>Sketching Intermediate (EI)</td>
<td>0.5/1/2</td>
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<td>Recommended Preparation: ART 80X</td>
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<td>Classic sketching media will be used in still life, landscapes and life drawing. Builds upon basic drawing techniques.</td>
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<td>R 99</td>
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<tr>
<td>ART 82X</td>
<td>Sketching Advanced (EI)</td>
<td>0/1/2</td>
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<td>Recommended Preparation: ART 81X</td>
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<td></td>
<td>Includes theories and techniques in contour drawing, life drawing, gesture drawing and still life drawing. Abstract concepts, shading techniques and line will be emphasized as ways to explore drawing what is seen and felt. Opportunity for experimentation in media and concept will be given.</td>
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<td>R 99</td>
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<tr>
<td>ART 85X</td>
<td>Life Drawing Beginning (EI)</td>
<td>0/1/2</td>
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<td>Includes the fundamental structure of the human body, including skeletal and muscular systems. Sketching and drawing exercises will be pursued to allow students maximum practice in achieving and ability to portray the body with reasonable accuracy, using line as practical exposition.</td>
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<td>R 99</td>
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<tr>
<td>ART 221</td>
<td>Art Appreciation (EI)</td>
<td>.5/1/0</td>
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<td>Designed to develop an understanding of historical and contemporary art forms, including examples of painting, sculpture, and architecture.</td>
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<td>R E 3</td>
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<tr>
<td>ART 299</td>
<td>SPECIAL TOPICS</td>
<td>.5/4/.5-4/9</td>
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<tr>
<td>CA 299</td>
<td>SPECIAL TOPICS</td>
<td>.5-4/5/.5/.5/5-9</td>
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<td>ASTR 299</td>
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<td>.5/4/.5-4/9</td>
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<td>R E 3</td>
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<tr>
<td>BIO 299</td>
<td>SPECIAL TOPICS</td>
<td>.5-4/.5-4/.5-4/9</td>
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<tr>
<td>BUS 299</td>
<td>SPECIAL TOPICS</td>
<td>.5-4/.5-4/.5-4/9</td>
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<td>R E 3</td>
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<tr>
<td>ENG 3X</td>
<td>Introduction to Creative Writing (EI)</td>
<td>0/3/0</td>
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<td>Essentials in creative writing, including basics of manuscript preparation, techniques of fiction and nonfiction and function of writing tools.</td>
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<td>R 99</td>
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<tr>
<td>ENG 4X</td>
<td>Creative Writing, Advanced (EI)</td>
<td>0/3/0</td>
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<td>Recommended Preparation: ENG 3X</td>
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<td>Offers an in-depth study of prose including organization, classification, comparison and contrast, cause and effect, and definition and development for nonfiction and fiction. Point of view, plot description, characterization, dialogue, narration, theme, and sights, sounds, and sensation will also be discussed.</td>
<td></td>
<td>R 99</td>
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<tr>
<td>ENG 6X</td>
<td>Non-Fiction Writing (EI)</td>
<td>0/3/0</td>
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<td>Includes techniques and practice in writing nonfiction articles, essays, and biographical sketches. Emphasis will be placed on writing for publication.</td>
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<td>R 99</td>
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</tbody>
</table>
Emeritus Courses

Emeritus Environmental Studies

ENV 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

FASH 282XA CROCHETING, BEGINNING (EI) 0/1/2
Introduction to crochet. Includes color, design, types of yarns, crochet thread, terminology used in reading, following patterns. Crochet techniques for projects used in the home and for wearing apparel. R 99

FASH 282XB CROCHETING, INTERMEDIATE (EI) 0/1/2
Recommended Preparation: FASH 282XA
Study of fibers used for crochet. Review of terms and techniques used in crochet patterns. New stitches and techniques of finishing and blocking projects. Adjusting patterns following the gauge changes for size, designing and adapting patterns to personal body measurements. R 99

FASH 283XA KNITTING, BEGINNING (EI) 0/5 or 1/1 or 2
Recommended Preparation: FASH 283XA
Introduction of knitting theory, techniques and materials. Includes casting on, basic stitches, finishing techniques, terminology, beginning pattern reading, use of test swatches, understanding gauge, basic designing and altering of patterns. R 99

FASH 283XB KNITTING, INTERMEDIATE (EI) 0/1/2
Recommended Preparation: FASH 283XA
Develop knitting skills at an intermediate level. Explore newest yarns and fibers plus innovative stitches. R 99

FASH 286X 0/5 or 1/1 or 2
QUILTING AND PATCHWORK (EI)
Fundamental quilting/patchwork techniques to include: applique, cathedral windows, crazy quilting, fabric selection, pattern drafting, piecing, reverse applique, and trapunto. R 99

FASH 299 .5-4/5-4/5-9
SPECIAL TOPICS
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Emeritus Fashion

FASH 110XA CLOTHING CONSTRUCTION, BEGINNING (EI) 0/1/2
Emphasizing the operation of a sewing machine, pattern reading and garment construction. Basic sewing techniques needed to construct a blouse, skirt or simple dress. R 99

FASH 110XB CLOTHING CONSTRUCTION, INTERMEDIATE (EI) 0/1/2
Recommended Preparation: FASH 110XA
Clothing construction and pattern alterations for personal wardrobe. Coordination of commercial patterns, fabric textures and principles of color design. R 99

FASH 110XC CLOTHING CONSTRUCTION, ADVANCED (EI) 0/1/2
Recommended Preparation: FASH 110XB
Advanced techniques in construction of garments. Use of designer patterns for a personal style. Handling of special fabrics. Fine custom details such as lining and underlining. R 99

FASH 130X BASIC PATTERN CUSTOMIZING (EI) 0/1/2
Development of a basic pattern made to fit individual measurements. Pattern will be made in muslin and transferred to a permanent Pelon-made pattern. R 99

FASH 230X ALTERATIONS AND FITTINGS (EI) 0/1/2
Recommended Preparation: FASH 230X
Basic procedures involved in altering ready-made garments, fitting patterns and clothing, sewing machine operations and garment production techniques. R 99

FASH 234X PATTERN DRAFTING (EI) 0/1/2
Recommended Preparation: FASH 130X
Drafting of an individual pattern designed to be used for sewing various types of garments. R 99

Emeritus Foods and Nutrition

FN 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 French

FR 299
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

Emeritus German

GER 299
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

Emeritus Gerontology

GERO 120X
PHYSICAL FITNESS/WEIGHT CONTROL (EI) .0/3/0
Recommended Preparation: GER 120X
Principles of achieving and maintaining ideal body composition through specific exercises and lectures on proper eating techniques. Discussion and exercise to enhance motivation. R 99

Emeritus Health

HIST 270
HISTORY AND CULTURE OF ASIA (EI) .1/2/0
Presents 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
CONTEMPORARY MIDDLE EAST (EI) .5/1/0
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

Emeritus Health Sciences

HLTH 299
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

Emeritus Humanities

HUM 299
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

Emeritus Italian

ITA 299
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
Saddleback College Catalog 2005/06

Emeritus Journalism

JRN 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 Marine Science Technology

MST 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 Music

MUS 19X 0/3/0
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 0/3/0
FOR THE LOVE OF MUSIC (EI)
Musicianship and guided music appreciation; survey of the various periods of music. Compositions, creative theory, symphony orchestras, choruses, and other combinations. Includes function of the conductor, music enhancement of living, instruments of the orchestra, and their contribution. R 99

MUS 29X 0/3/0
WOMEN, MUSIC AND SOCIETY (EI)
Historical and societal survey of women musicians and composers from the Middle Ages to the present. Deals with a historical view of women's place as creative and representative artists. Societal and political influences on women composers. R E 99

MUS 34X 0/.5 or 1/.5 or 1
MEN'S AND WOMEN'S CHORAL: BARBERSHOP (EI)
Choral ensemble of male and female voices specializing in rehearsal and performance of barbershop harmony. Special attention will be given to note values, basic rhythms, ear training and diction. R 99

MUS 80X 0/.5 or 1/.5 or 1
VOICE AND RHYTHMS (EI)
Emphasizes vocal techniques, including tone production, breath control, and pronunciation, as well as music literature. Performance at end of the semester. R 99

MUS 201 1/3/0
MUSIC FUNDAMENTALS (EI)
Overview of music fundamentals including rhythm and pitch notation, major and minor key signatures, intervals, chord structures, and sight reading. R E 3

MUS 290X 0/.5 or 1/.5 or 1
CHORAL ENSEMBLE (EI)
Choral singing emphasizing choral literature. Development of ensemble through correct singing and correct vocal production. Includes improved sight-reading and correction of vocal problems. R 99

MUS 295X 0/1/1
REHEARSAL AND PERFORMANCE INSTRUMENTAL (EI)
Recommended Preparation: Previous instrumental training and demonstrated proficiency
Preparation, study, and performing of orchestra concert repertoire for performances. R 99

MUS 299 .5-4/.5-4/.5-9
SPECIAL TOPICS
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Emeritus Physical Education

PE 1X 0/0/2
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. Designed for the mature adult. R 99

PE 2X 0/0/2
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 0/0/1.5 or 2 or 3
PERSONALIZED AEROBIC FITNESS (EI)
Overview of basic fitness which includes the importance of proper exercising techniques as they relate to the older adult. R 99

PE 4X 0/0/1.5 or 2 or 3
PHYSICAL FITNESS WITH SPECIALIZED EQUIPMENT (EI)
Designed to improve/maintain strength and cardiovascular fitness for the mature adult. Proper techniques for using exercise equipment. R 99

PE 6X 0/0/1.5 or 2 or 3
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 0/0/1 or 2 or 3
BODY RHYTHMICS (EI)
A fitness program using dance exercises which are performed to a variety of musical rhythms. R 99

PE 14XA 0/0/2 or 3
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

PE 29X 0/25 or .5 or 1/25 or .5 or 1
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 29X 0.25 or .5 or 1/25 or .5 or 1
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
SPECIAL TOPICS

PE 299 .5-4/.5-4/.5-9
SPECIAL TOPICS
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Emeritus Photography

PHOT 40X .5/1/2
DIGITAL AND TRADITIONAL SLIDE SHOW PRESENTATIONS (EI)
Production of advanced visual and audio presentations both digital and traditional. Discussion and demonstration of digital slide shows. R 99

PHOT 50XA .5/1/2
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. Exploration of digital slide show software. R 99

PHOT 50XB .5/1/2
PHOTOGRAPHY, INTERMEDIATE: TRADITIONAL & DIGITAL MEDIA (EI)
Recommended Preparation: PHOT 50XA
Pursuit of slide enhancement through established and innovative techniques. Understanding digital media and enhancing images electronically. Field trips will be included. R 99

PHOT 59XA .5/1/2
COLOR PRINTING, BEGINNING (EI)
Recommended Preparation: PHOT 50XA
Darkroom and digital techniques for making color prints from color negatives, slides and digital cameras using related color printing equipment. Operation of enlargers, and processing prints using automatic processor, tube and electronic methods. Finishing prints for presentation including retouching and matting. R 99

PHOT 59XB .5/1/2
COLOR PRINTING, ADVANCED (EI)
Recommended Preparation: PHOT 50XA
Advanced and innovative techniques of darkroom and digital procedures used in color printing. Related topics of photography and printing will supplement laboratory work. R 99

Emeritus Political Science

PS 214 .5/1/0
CURRENT ISSUES IN GOVERNMENT (EI)
Exploration of current issues and events on global, national, national, and local levels. Problem areas include crime, economics, social services loads, environment, terrorism, and conflicts. R E 3

PS 299 .5-4/.5-4/.5-9
SPECIAL TOPICS
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Emeritus Psychology

PSYC 299 .5-4/.5-4/.5-9
SPECIAL TOPICS
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Emeritus Spanish

SPAN 230 1/2/0
BEGINNING PRACTICAL SPANISH (EI)
Basic fundamentals of Spanish for practical application. Includes reading, comprehension, speaking, and writing. Emphasis will be placed on development of conversational skills (formerly SPAN 201A). R E 3

SPAN 231 1/2/0
INTERMEDIATE PRACTICAL SPANISH (EI)
Recommended Preparation: SPAN 230
Communicative competence in practical Spanish. Focuses on listening, comprehension, speaking, and writing (formerly SPAN 202). R E 3

SPAN 232 1/3/0
ADVANCED PRACTICAL SPANISH (EI)
Recommended Preparation: SPAN 231
Designed to develop fluency in Spanish. The emphasis is on expression and conversation in Spanish (formerly SPAN 210). R E 3

SPAN 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 Courses

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 Courses

SPAN 230 1/2/0
BEGINNING PRACTICAL SPANISH (EI)
Basic fundamentals of Spanish for practical application. Includes reading, comprehension, speaking, and writing. Emphasis will be placed on development of conversational skills (formerly SPAN 201A). R E 3

SPAN 231 1/2/0
INTERMEDIATE PRACTICAL SPANISH (EI)
Recommended Preparation: SPAN 230
Communicative competence in practical Spanish. Focuses on listening, comprehension, speaking, and writing (formerly SPAN 202). R E 3

SPAN 232 1/3/0
ADVANCED PRACTICAL SPANISH (EI)
Recommended Preparation: SPAN 231
Designed to develop fluency in Spanish. The emphasis is on expression and conversation in Spanish (formerly SPAN 210). R E 3

SPAN 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

SPAN 399 .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 Courses

Emeritus Speech

SPAN 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 Special Services

SPS 145X 0/3/0
BEGINNING LIPREADING AND HEARING CONVERSATION (EI)

Enables students to develop and practice lipreading skills necessary for social functioning. Presents information designed to help the student better understand their own hearing loss. R 99

SPS 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 Theatre Arts

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 E 3

Emeritus Women's Studies

WS 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
District Administrators

Anderson, Thomas F. (2001)
Vice Chancellor, Educational Services
B.S., University of Missouri
M.Ed., University of Nevada, Las Vegas
Ph.D., University of Missouri

MacDougall, Allan B. (1987)
Director, Information Technology
B.S., California State Polytechnic University, San Luis Obispo
M.S., Ph.D., Brigham Young University

Mathur, Raghu P. (1979)
Chancellor
B.S., Banaras Hindu University, India
M.S., California State University, Fresno
Ed. D., Nova Southeastern University

Poertner, Gary (1999)
Deputy Chancellor
B.S., St. Louis University
M.B.A., California State University, Long Beach

Director, Research and Planning
B.A., M.A., Ph.D., University of California, Irvine

Saddleback College Administrators

Dean, Counseling Services and Special Programs
B.A., California State University, Fresno
M.A., Azusa Pacific College

Cifone, Rocco J. (2001)
Dean, Fine Arts
B.A., M.A., San Diego State University

Flanigan, Patricia (2000)
Dean, Social and Behavioral Sciences
B.A., M.A., University of California, Los Angeles
Ed.D., University of La Verne

Lipold, Anthony (2001)
Dean, Physical Education and Athletics
B.A., California State University, Fullerton
M.S., National University, San Diego

McCullough, Richard D. (1971)
President
B.S., Loyola University
M.S., Purdue University
Ph.D., U.S. International University

O’Connor, Kevin (1999)
Dean, Liberal Arts and Learning Resources
B.A., San Diego State University
Ph.D., University of Southern California

Dean, Business Science, Workforce and Economic Development
B.A., Fresno State University
M.S., Cal Poly San Luis Obispo

Rice, Tamera (2001)
Assistant Dean, Health Science, Human Services and Emeritus Institute
A.D.N., Purdue University
B.S.N., California State University, Fullerton
M.S.N., California State University, Dominguez Hills

Taylor, Don (2000)
Dean, Advanced Technology and Applied Science
B.A., California State University, Chico
M.Ed., University of Idaho

Vice President for Student Services
B.A., University of California, Berkeley
M.A., San Francisco State University

Vurdien, Rajen (2004)
Vice President for Instruction
B.A., M.A., University of Upper Brittany, France
M.B.A., Long Island University, New York
Ph.D., M.Ed., Temple University, Pennsylvania

Dean, Health Science, Human Services and Emeritus Institute
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M.S.N., D.NSc, University of California, San Diego

Saddleback College Faculty

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B.S., California State University, Northridge
M.A., University of California, Santa Barbara

Adams, Howard R. (1975)
Professor, Health Sciences, Human Services and Emeritus Institute
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Agnew, Priscilla J. (1977)
Professor, Liberal Arts and Learning Resources
B.A., California State University, Los Angeles
M.A., Ph.D., Claremont Graduate School

Ahearn, Amy (2000)
Associate Professor, Liberal Arts and Learning Resources
B.A., Millikin University
M.A., Illinois State University

Alford, JoAnn (1985)
Professor, Counseling Services and Special Programs
B.S., Northwestern Oklahoma State University
M.S., University of Central Oklahoma

Assistant Professor, Mathematics Science and Engineering
B.S., Prairie View A&M University
Ph.D., University of Arkansas

Altman, Cheryl (1989)
Professor, Liberal Arts and Learning Resources
B.S., M.S., Herbert H. Lehman College of the City University of New York

Anderson, Randy L. (1997—Spring Semester)
Professor, Counseling Services and Special Programs
B.S., M.S., University of Utah

Anderson, Ronald (1999)
Professor, Mathematics, Science and Engineering
B.A., M.A., University of California, San Diego
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Azary, Maryam (1994)
Professor, Counseling Services and Special Programs
B.A., Texas Southern University
M.S., California State University, Los Angeles
Babusek, Alda O. (1979—Spring Semester)
Professor, Health Sciences, Human Services and Emeritus Institute
B.S.N., Cornell University, New York Hospital School of Nursing
M.N., University of California, Los Angeles

Bagwell, Janet (2002)
Assistant Professor, Liberal Arts and Learning Resources
B.S., Duquesne University
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Baltierra, Juanita L. (1985—Spring Semester)
Professor, Counseling Services and Special Programs
A.A., Rio Hondo College
B.A., California State University, Long Beach
M.Ed., University of Hawaii, Manoa

Bander, Carol J. (1977)
Professor, Liberal Arts and Learning Resources
B.A., Queens College
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Barr, Douglas M. (1991)
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B.S., M.S., Miami University

Barr, Pamela J. (1992)
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B.S., M.A.T., Cornell University
M.S., California State University, Fullerton

Barrows, Morgan (2003)
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B.S., University of California, Davis
M.S., California State University, Fullerton

Belyea, Barbara L. (1985—Spring Semester)
Professor, Health Sciences, Human Services and Emeritus Institute
B.S.N., California State University, Los Angeles

Bessette, Nancy C. (1975)
Professor, Physical Education and Athletics
B.S., State University of New York at Brockport
M.A., Pepperdine University

Billingley, William J. (2005)
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B.A., University of North Carolina
M.A., Ph.D., University of California, Irvine

Bittner, Alinde (2005)
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B.S., California Polytechnic State University, San Luis Obispo
M.A., San Francisco State University

Bleakney, Julia (2004)
Assistant Professor, Liberal Arts and Learning Resources
B.A., University of Ulster at Jordanstown, Northern Ireland
Ph.D., University of Minnesota

Blethen, Mark (2000)
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B.A., Cal Poly, San Luis Obispo
M.S., University of Delaware

Boratyne, Zina (2000)
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Borella, Peter E. (1981)
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M.S., George Washington University
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Professor, Social and Behavioral Sciences
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B.S.N., Biola University
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Cederquist, John C. (1975)
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Cesareo-Silva, Claire (2001)
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B.A., University of California, Berkeley
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Channing, Michael D. (1979)
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Clark, Jeffrey M. (1989)
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M.P.W., M.L.A., University of Southern California

Cline, Claudia D. (1989)
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Cobos, Ana Maria (1992)  
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Cosgrove, Robert W. (1981)  
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B.A., St. Procopius College  
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Cox, Anne (1978—Spring Semester)  
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B.A., Allegheny College  
M.S., California State University, Long Beach  

Craig, Brandee (2004)  
Assistant Professor, Physical Education, and Athletics  
B.A., San Francisco State University  
M.A., Azusa Pacific University  

Crapo, Stephen (1999)  
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Craze, Diane (1998—Spring Semester)  
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B.A., California State University, Northridge  
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Cray, Paul D. (1986)  
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Cunerty, William J. (1980)  
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Cunningham, April (2005)  
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B.A., University of California, San Diego  
M.L.I.S., University of California, Los Angeles  

Professor, Business Science  
B.S., California State University, Los Angeles  
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DeDonno, Thomas (2005)  
Assistant Professor, Business Science  
M.S., B.S., John Carroll University  
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Deeter, Darrell (2005)  
Assistant Professor, Advanced Technology and Applied Science  
B.A., California State University, Long Beach  
M.S., University of Alaska, Anchorage  

Denton, Deborah (2005)  
Assistant Professor, Advanced Technology and Applied Science  
M.A., Chapman University  
B.S., Loma Linda University  
R.D., American Dietetic Association  

DeSaracho, Mariana (1991)  
Professor, Counseling Services and Special Programs  
B.S., M.A., San Diego State University  
Ph.D., University of Southern California  

DiLeo, David L. (1993)  
Professor, Social and Behavioral Science  
B.A., M.A., California State University, Long Beach  
M.A., Ph.D., University of California, Irvine  

Dominguez, Carmen C. (1996)  
Professor, Fine Arts  
B.A., M.M., San Diego State University  
D.M.A., Peabody Conservatory/Johns Hopkins University  

Duquette, Janice L. (1977)  
Professor, Physical Education, and Athletics  
B.A., Arizona State University  
M.A., San Diego State University  

Elkins, Claire B. (1977)  
Professor, Physical Education, and Athletics  
B.A., Texas A & M University  
M.Ed., University of Texas at Austin  

Espinosa, Peter J. (1980)  
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B.A., California State University, Long Beach  
M.S., California State University, Fullerton  
Ed.D., University of Southern California  

Evancoe, Eugene J. (1991)  
Professor, Advanced Technology and Applied Science  
B.S.E.E., University of Illinois  
M.S.E.E., University of California, Berkeley  

Evans, Nancy (1989)  
Professor, Mathematics, Science, and Engineering  
B.A., M.A., University of California, Irvine  

Evans-Wallin, Patricia K. (1990)  
Professor, Mathematics, Science, and Engineering  
B.A., M.S., University of Southern California  

Farthing, Scott (2005)  
Assistant Professor, Fine Arts  
B. M., Friends University, Wichita  
M. M., University of Missouri, Kansas City  
D. M. A., University of Missouri, Kansas City  

Fennell, Patrick J. (1979)  
Professor, Fine Arts  
A.B., University of California, Los Angeles  
M.A., Ph.D., University of California, Santa Barbara  

Ferguson, Robert W. (1970)  
Professor, Social and Behavioral Sciences  
B.S., California State University, Los Angeles  
M.S., California State University, Long Beach  
Ph.D., U. S. International University  

Fier, Scott R. (1993)  
Professor, Mathematics, Science, and Engineering  
B.A., B.S., M.S., University of California, Irvine  

Fisher, Katherine (2005)  
Assistant Professor, Liberal Arts & Learning Resources  
B.A., University of San Diego  
M.S., Chapman University  
M.F.A., Chapman University  

Professor, Health Sciences, Human Services and Emeritus Institute  
B.S.N., University of Tennessee  
M.S.N., California State University, Long Beach  

Francisco, David (2001)  
Associate Professor, Counseling Services and Special Programs  
B.A., University of San Diego  
M.A., Westminster Theological Seminary
Friede, Petrina H. (1979—Spring Semester)  
Professor, Business Science  
B.A., University of California, Los Angeles  
M.A., California State University, Fullerton  
M.S.B.A., California State Polytechnic University, Pomona

Froehlich, Robert A. (1977)  
Professor, Counseling Services and Special Programs  
B.S., M.S., M.S., San Diego State University  
Ph.D., U.S. International University

Garant, Dorothy (1990—Spring Semester)  
Professor, Physical Education and Athletics  
B.A.E., M.A., Arizona State University

Garcia, Renee (2005)  
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B.A., University of California, Berkeley  
M.A., University of Bordeaux

Gensler, Howard (2003)  
Associate Professor, Social and Behavioral Sciences  
B.A., University of California, Irvine  
J.D., University of California, Berkeley  
Ph.D., University of California, Irvine

Professor, Health Sciences, Human Services and Emeritus Institute  
B.S.N., California State University, Long Beach

Goldberg, Patrizia (1987)  
Professor, Business Science  
B.A., M.A., University of Michigan

Assistant Professor, Health Sciences, Human Services and Emeritus Institute  
B.S., University of Michigan  
B.S.N., University of Maryland  
M.S.N., FNP, California State University, Long Beach

Goldberg, Warren (1987)  
Professor, Business Science  
A.A., Orange Coast College  
J.D., Western State University, College of Law

Goodman, Richard (1990)  
Professor, Health Sciences, Human Services and Emeritus Institute  
B.A., California State University, Northridge  
M.S., Pepperdine University

Gordon, Wendy R. (1986—Spring Semester)  
Professor, Liberal Arts and Learning Resources  
B.A., University of California, Irvine  
M.L.S., University of California, Los Angeles

Gouldsmith, Yolanda, (1998)  
Professor, Counseling Services and Special Programs  
B.S., California State University, Fullerton  
M.A., California State University, Dominguez Hills

Haas, Sharon (1998)  
Assistant Professor, Physical Education, and Athletics  
B.A., Mills College, Oakland  
M.Ed., Azusa Pacific

Hada, Dennis S. (1986)  
Professor, Mathematics, Science, and Engineering  
B.A., M.A., Ph.D., University of California, Los Angeles

Haeri, Mitchell B. (1996—Spring Semester)  
Professor, Mathematics, Science, and Engineering  
B.S., University of California, Irvine  
M.S., Ph.D., University of California, Los Angeles

Haggerty, A. Lee (1981)  
Professor, Social and Behavioral Sciences  
A.B., A.M., Stanford University

Professor, Counseling Services and Special Programs  
B.A., California State University, Long Beach  
M.S., California State University, Los Angeles

Harrison, Charles R. (1976)  
Instructor, Advanced Technology and Applied Science  
B.S., Ph.D., University of California, Irvine

Hastings, Ronald J. (1980—Spring Semester)  
Professor, Counseling Services and Special Programs  
B.A., California State University, Long Beach  
M.S., California Lutheran College

Heffernan, William A. (1973)  
Professor, Liberal Arts and Learning Resources  
B.A., M.A., St. John’s University  
Ph.D., Fordham University

Henry, V. Robert (1990—Spring Semester)  
Professor, Health Sciences, Human Services and Emeritus Institute  
B.A., California State University, Fullerton

Hernandez-Bravo, Carmenmara (1990)  
Professor, Liberal Arts and Learning Resources  
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Higginson, Jennifer (2002)  
Assistant Professor, Physical Education and Athletics  
B.S., San Diego State University  
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Hill III, Merton E. (2005)  
Assistant Professor, Mathematics, Science & Engineering  
B.S., University of Redlands  
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Professor, Physical Education, and Athletics  
B.A., Stanford University  
M.Ed., Whittier College

Hooper, Gail (1999)  
Professor, Counseling Services and Special Programs  
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M.S., National University

Hopkins, Loma J. (1984—Spring Semester)  
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B.A., Pomona College  
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Horlings, Jane E. (1990)  
Professor, Mathematics, Science, and Engineering  
B.S., University of Nebraska  
Ph.D., University of California, Davis

Howlett, Scott (1999)  
Professor, Social and Behavioral Sciences  
B.A., B.S., M.A., California State Fullerton  
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Huang, S. Margaret (1976—Spring Semester)  
Professor, Health Sciences, Human Services and Emeritus Institute  
B.S., Boston University  
M.S., Teachers College, Columbia University  
Gerontological Nurse Certified by American Nurses Association

Hunt, Matthew (2000)  
Associate Professor, Liberal Arts and Learning Resources  
B.A., California State University, Fresno  
M.A., Ph.D., University of Southern California
Professor, Mathematics, Science and Engineering  
B.S., B.A., University of California, Irvine  
M.A., California State University, Fullerton  
Ph.D., University of California, Santa Cruz

Jacino-Tan, Dorina (1991)  
Professor, Mathematics, Science, and Engineering  
B.A., Queens College of the City University of New York  
Ph.D., Cornell University Graduate School of Medical Sciences

Ininns, Elizabeth (1999)  
Professor, Mathematics, Science and Engineering  
B.S., M.S., University of California, Irvine  
Ph.D., San Diego State University  
B.S., University of California, Riverside  
M.A., Loyola Marymount University

Johnson, Zane O. (1975)  
Professor, Advanced Technology and Applied Science  
B.S., M.S., Northern Arizona University  
Ed.D., Nova Southeastern University

Jones, Lawrence R. (1977)  
Professor, Fine Arts  
B.A., M.F.A., California State University, Long Beach

Kihyet, Constance M. (1988)  
Professor, Liberal Arts and Learning Resources  
B.A., M.S., University of Southern Mississippi  
Ph.D., Florida State University

Konishi, Hiromasa (2005)  
Assistant Professor, Advanced Technology and Applied Science  
B.A., Keio University, Tokyo, Japan  
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Korper, Steve (2002)  
Assistant Professor, Business Science  
B.S., DeVry Institute of Technology  
M.S., Ph.D., Columbia State University

Kucharski, Phillips (2001)  
Associate Professor, Health Sciences, Human Services and Emeritus  
B.S.N., State University of New York  
M.S.N., Wagner College

Kuukendall, Carolyn (1999)  
Professor, Liberal Arts and Learning Resources  
B.A., M.A., Chapman University

Langrell, Jenny (2005)  
Assistant Professor, Liberal Arts and Learning Resources  
B.A., The Pennsylvania State University  
M.A., University of Delaware  
Ph.D., University of Southern California

McCartney, Theodore (2005)  
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B.A., M.A., California State University, Fullerton  
Ph.D., San Diego State University  
Ph.D., University of California, San Diego

Leipien-Christensen, J. Kristopher (2005)  
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B.A., M.A., California State University, San Marcos  
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Levin, Patricia L. (1987)  
Professor, Fine Arts  
B.A., University of California, Los Angeles  
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Ph.D., University of California, Irvine

Llorente, Alex J. (1984)  
Professor, Business Science  
B.A., M.A., University of South Florida  
M.B.A., University of Houston  
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Lowe, Lesley (2005)  
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Lue, Gary A. (1989)  
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Ly, Sharyn Kim (2005)  
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B.S., University of California, Riverside  
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Mazique, Jeanne M. (1990)  
Professor, Social and Behavioral Sciences  
B.A., M.A., Central Missouri State University  
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B.A., University of California, Riverside  
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Assistant Professor, Mathematics, Science, and Engineering  
B.A., Boston College  
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McElroy, G. Mark (1999)  
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B.A., California State University, Chico  
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M.Ed., Azusa Pacific  
Ed.D., Brigham Young University

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B.F.A., California Institute of the Arts  
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McGroarty, Diane (2005)  
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McLendon, Curtis L. (1977)  
Professor, Mathematics, Science, and Engineering  
B.S., University of California, Berkeley  
Ph.D., San Diego State University  
Ph.D., University of California, San Diego
Merrifield, Michael J. (1977)
Professor, Social and Behavioral Science
B.A., M.A., California State University, Fullerton

Messner, Carolann M. (1977)
Professor, Fine Arts
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Meyer-Canales, Katherine (2001)
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B.S., George Fox University
M.S., Oregon State University

Meyer, Thomas S. (1971)
Professor, Professor, Mathematics, Science, and Engineering
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B.S., Gustavus Adolphus College

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Miraglia, Terence J. (1969)
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B.S., University of Santa Clara
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Welc, S. Martin (1989)  
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**EMERITI**

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*Professor Emeritus, Fine Arts and Communication*

*Assistant Dean Emeritus/Student Services and Financial Aid*

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Bell, Ronald D. (1979-2004)  
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*Professor Emeritus, Fine Arts*

Berns, Roberta M. (1977-1999)  
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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*

*Professor Emeritus, Social and Behavioral Sciences*

*Vice President/Instruction, Emeritus*

Brightbill, Alvin J. (1975-2004)  
*Professor Emeritus, Fine Arts*

Bullock, Dixie Lee (1976-2004)  
*President, Emeritus*

Busché, Donald L. (1977-2002)  
*Vice President for Instruction, Emeritus*

*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

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, Advanced Technology and Applied Science

Professor Emeritus, Business Science

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Professor Emeritus, Advanced Technology and Applied Science

Gritton, Margaret H. (1973-1999) 
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Guizar, Mercedes (1999-2004) 
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Hagerty, Elizabeth Ann (1973-2000) 
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Professor Emeritus, Business Science

Hartman, B. George (1968-1999) 
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Hodge, Kathleen O’C. (1975-2004) 
Vice Chancellor of Educational Services, Emeritus

Vice President for Student Services, Emeritus

Professor Emeritus, Health Sciences, Human Services and Emeritus Institute

Professor Emeritus, Social and Behavioral Sciences

Horvath, Wayne J. (1968-1999) 
Professor Emeritus, Fine Arts, Physical Education, and Athletics

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

Professor Emeritus, Advanced Technology and Applied Science

Kim, Yong H. (1977-2004) 
Professor Emeritus, Mathematics, Science, and Engineering

Professor Emeritus, Advanced Technology and Applied Science

Kish, Andrew W. (1968-1995) 
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Professor Emeritus, Liberal Arts and Learning Resources

Kosmides, Martha Sue (1990-2002) 
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Professor Emeritus, Counseling Services and Special Programs

Professor Emeritus, Fine Arts

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)
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Professor Emeritus, Social and Behavioral Sciences

Professor Emeritus, Advanced Technology and Applied Science

Morgan, Thomas V. (1973-2004)
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Professor Emeritus, Mathematics, Science, and Engineering

Olson, Robert W. (1968-2002)
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Professor Emeritus, Social and Behavioral Sciences

Professor Emeritus, Business Science

Pierce, Mary Lou (1983-1994)
Dean Emeritus/Mathematics, Science, and Engineering

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Reyes, Raymond (1998-2004)
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Professor Emeritus, Mathematics, Science, and Engineering

Professor Emeritus, Business Science

Professor Emeritus, Health Sciences, Human Services and Emeritus Institute

Professor Emeritus, Liberal Arts and Learning Resources

Roelen, Jay (1968-1995)
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Rogers, Phil (1977-1993)
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Professor Emeritus, Counseling Services and Special Programs

Professor Emeritus, Physical Education and Athletics

Professor Emeritus, Business Science

Professor Emeritus, Liberal Arts and Learning Resources

Chancellor Emeritus

Spidell, Dorothy K. (1968-1983)
Professor Emeritus, Library/Media Services

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Stevens, Kay L. (1990-2005)
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Professor, Physical Education, and Athletics

Surface, Milton B. (1968-1986)
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Professor Emeritus, Counseling Services and Special Programs

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Professor Emeritus, Mathematics, Science, and Engineering

Professor Emeritus, Health Sciences and Gerontology

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Professor Emeritus, Mathematics, Science, and Engineering

Professor Emeritus, Liberal Arts and Learning Resources

Professor Emeritus, Fine Arts

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Professor Emeritus, Business Science

Professor Emeritus, Health Sciences, Human Services and Emeritus Institute

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.